

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

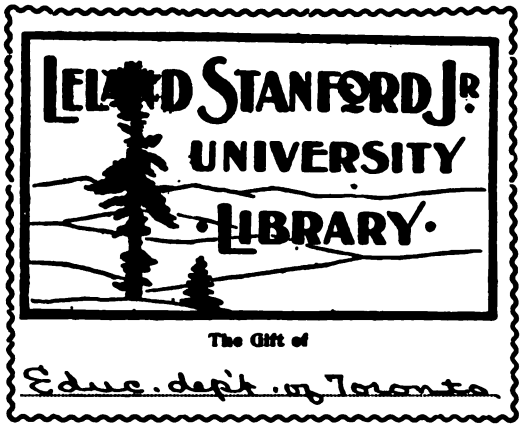
+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

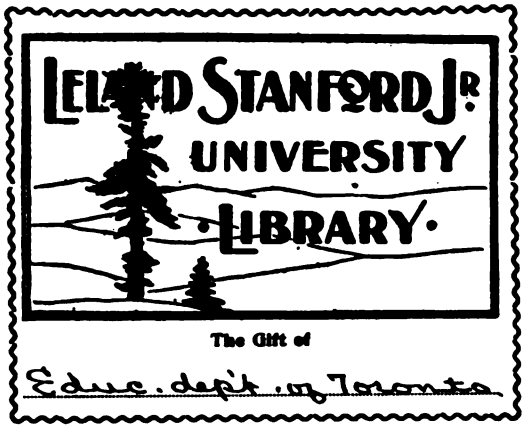
+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`


LELAND STANFORD JR.
UNIVERSITY
LIBRARY
The Gift of
Educ. dept. of Toronto


LELAND STANFORD JR.
UNIVERSITY
LIBRARY
The Gift of
Educ. dept. of Toronto

ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR,

AND

COMMON SCHOOLS,

IN UPPER CANADA,

FOR THE YEAR 1857;

WITH

APPENDICES:

BY THE

CHIEF SUPERINTENDENT OF EDUCATION.

Printed by order of the Legislative Assembly.

TORONTO:
JOHN LOVELL, PRINTER, CORNER OF YONGE AND MELINDA STREETS.
1858.

379.71
0591
1857

LIBRARY
OF THE
MASSACHUSETTS
STATE
NORMAL
SCHOOL

Department of Public Instruction for Upper Canada.

[No. 2063, Y.]

EDUCATION OFFICE,

TORONTO, 22*nd July*, 1858.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the State of the Normal, Model, Grammar, and Common Schools of Upper Canada, during the year 1857, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix which contains copious extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools, and the establishment of Public Libraries throughout Upper Canada.

I have the honor to be,
Sir,
Your obedient Servant,
E. RYERSON.

The Honorable
T. J. J. LORANGER, M. P.
Secretary of the Province,
Toronto.

GENERAL CONTENTS.

PAGE

Letter to the Secretary of the Province iii

PART I.—GENERAL REPORT.

Introductory 1
II. Table A.—Moneys Received and Expended for the Support of Common Schools, (Page 48) 2
III. Table B.—School Population, Pupils Attending the Schools, in the different branches of Common School Education, (Page 52) 3
IV. Table C.—Teachers; Number, Sex, Denomination, Rank, Salaries, (Page 56) 4
V. Table D.—Number of Schools, School Houses, Titles to School Property, School Houses Built, School Visits, Lectures, Time Schools are kept Open, (Page 60) 5
VI. Table E.—Prayers; Bible and other Books, and Apparatus, used in the Schools, (Page 64) .. 6
VII. Table F.—Roman Catholic Separate Schools. (Page 68) 6
VIII. Grammar Schools, (Pages 72 and 206) 7
IX. Table G.—Grammar School Moneys; Receipts and Expenditures, (Page 72) 9
X. Table H.—Grammar School Pupils and their Classification, (Page 74) 9
XI. Table I.—Text Books, Religious Exercises, (Page 78) 10
XII. Table K.—The Normal School, and the Model Schools, (Page 80) 10
XIII. Table M.—Free Public Libraries, (Page 86) 11
XIV. Table N.—School Maps and Apparatus, (Page 94) 13
XV. Table O.—Superannuated Teachers, (Page 110) 13
XVI. Tables P, Q, R, S, and T, (Pages 120–144) 14
XVII. Educational Museum and School of Art and Science, (Pages 376, 377) 14
XVIII. Extracts from the Reports of Local Superintendents, (Pages 145–203) 17
XIX. Religious Instruction in the Public Schools 18
XX. Provisions of the Law in regard to Separate Schools 21
XXI. General Remarks.—Objections to our School System answered 25
XXII. Results of the English and Canadian Public School Systems compared, (Pages 320–328) 30
XXIII. The System of National Education in Ireland and in Upper Canada compared, in seven particulars, (Pages 214–320) 33
XXIV. Concluding Remarks 46

N.B.—The figures between the parentheses refer to the pages of the Statistical Report and Appendix.

PART II.—STATISTICAL REPORT.

THE COMMON SCHOOLS OF UPPER CANADA:

Table A.—Moneys—Amount received and expended for the Support of Common Schools 48
Table B.—Pupils—Children Attending the Common Schools, and in the different Branches of Common School Education 52
Table C.—Teachers—The Number, Religious Denominations, Certificates, and Salaries of the Common School Teachers 56
Table D.—Schools—Number of Common Schools, School Houses, Visits, Lectures, and Time the Common Schools have been kept Open 60
Table E.—Books, Apparatus, and Religious Instruction in the Common Schools 64
Table F.—The Roman Catholic Separate Schools 68

THE GRAMMAR SCHOOLS OF UPPER CANADA:

Table G.—Moneys—Amounts received and expended for the Support of Grammar Schools; Names of Head Masters 72
Table H.—Pupils; and Number in the different Branches of Grammar Shool Education 74
Table I.—Religious Instruction and Text Books in the Grammar Schools, (See also page 335) 78

THE NORMAL SCHOOL FOR UPPER CANADA: PAGE

TABLE K.—STUDENTS—Their Certificates, Residences, and Religious Denominations. RECEIPTS and EXPENDITURES for the Year, (See also page 828) 80

THE OTHER EDUCATIONAL INSTITUTIONS OF UPPER CANADA:

TABLE L.—COLLEGES, ACADEMIES, and PRIVATE SCHOOLS; their PUPILS and MONEYS..... 84

THE FREE PUBLIC LIBRARIES OF UPPER CANADA:

TABLE M.—MONEYS; NUMBER of VOLUMES and MISCELLANEOUS INFORMATION. OTHER LIBRARIES 86

THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA:

TABLE N.—MAPS AND APPARATUS SUPPLIED BY THE EDUCATIONAL DEPARTMENT..... 94

THE SUPERANNUATED COMMON SCHOOL TEACHERS OF UPPER CANADA:

TABLE O.—NAMES of TEACHERS, PENSIONS, and ABSTRACT of CASES..... 110

THE LEGISLATIVE SCHOOL GRANTS AND LOCAL ASSESSMENTS IN UPPER CANADA:

TABLE P.—Distribution of SCHOOL GRANTS by the EDUCATION DEPARTMENT, and Statement of LOCAL EQUIVALENTS, and other MONEYS raised for the GRAMMAR and COMMON SCHOOLS..... 120

THE UPPER CANADA EDUCATIONAL SUMMARY FOR THE YEAR 1857*:*

TABLE Q.—Number of SCHOOLS and PUPILS, and MONEYS Expended for Educational Purposes... 126

MISCELLANEOUS:

TABLE R.—STATISTICAL ABSTRACT of the EDUCATIONAL PROGRESS OF UPPER CANADA, from 1842 to 1857..... 128

TABLE S.—The GRANTS to GRAMMAR, COMMON, and POOR SCHOOLS, in Upper Canada..... 130

TABLE T.—SUMMARY of the ACCOUNTS of the EDUCATIONAL DEPARTMENT, for the Year..... 134

PART III.—APPENDIX.

A.—*EXTRACTS from the REPORTS of LOCAL SUPERINTENDENTS OF COMMON SCHOOLS and BOARDS of SCHOOL TRUSTEES in UPPER CANADA, RELATIVE to the STATE and PROGRESS of ELEMENTARY EDUCATION in their RESPECTIVE TOWNSHIPS, CITIES, TOWNS, and VILLAGES, for the Year* 1857:

Counties.

	PAGE
Glengarry	145
Stormont	147
Dundas	148
Prescott	149
Russell	150
Carleton	150
Grenville	151
Leeds	154
Lanark	156
Renfrew	159
Frontenac	159
Addington	161
Lennox	161
Prince Edward	162
Hastings	163
Northumberland	165
Durham	165
Peterborough	169

Counties.—(Continued.)

	PAGE
Victoria	168
Ontario	169
York	171
Peel	174
Simcoe	174
Halton	174
Wentworth	175
Brant	176
Lincoln	177
Welland	178
Haldimand	179
Norfolk	183
Oxford	184
Wellington	187
Grey	189
Perth	191
Bruce	191
Middlesex	194

Counties.—(Continued.)

PAGE

Elgin 197
Kent 198
Lambton 199
Essex 200

Cities.

Hamilton 201

Towns.

PAGE

Paris 201
Picton 201
St. Catharines 202

Town Municipalities.

Clifton 203

Incorporated Villages.

Kemptville 203
St. Mary's 203

B.—*PRISON LIBRARIES ESTABLISHED BY THE DEPARTMENT* 204

C.—*GENERAL REPORTS upon the STATE of the GRAMMAR SCHOOLS of UPPER CANADA, for the Year* 1857:

No. 1.—Report upon the Condition and Progress of the Grammar Schools in the Western Section of Upper Canada, by the Reverend William Ormiston, M.A., Inspector 206

No. 2.—Report of the Grammar Schools in the Eastern Section of Upper Canada; by Thomas Jaffray Robertson, Esq., M.A., Inspector 210

D.—*THE SYSTEM OF NATIONAL EDUCATION IN IRELAND:*

No. 1.—Letter of the Right Hon. E. G. Stanley (Lord Derby), Chief Secretary to His Excellency the Lord Lieutenant, addressed to His Grace the Duke of Leinster, establishing the system of National Education in Ireland 214

No. 2.—Document explanatory of the foregoing conditions, which had been misunderstood, drawn up by the Commissioners, as containing their views of them, with the approbation and sanction of his Majesty's Government. [1832] 218

No. 3.—Four Propositions submitted by the Presbyterian General Synod of Ulster to the Government and to the Commissioners, [1833] 220

No. 4.—Rules and Regulations of the Commissioners of National Education, Ireland; from the Twenty-first Report of the Commissioners, for 1854 221

No. 5.—Extracts from the Evidence given before a Select Committee of the House of Lords in 1854, illustrative of the Changes, Difficulties, and Workings of the System of National Education in Ireland, viz.:—

(1) How far the Principles and Conditions laid down in Lord Stanley's Letter, establishing the System, have been carried into effect, or modified, or become a dead letter 251

(2) Opposition of the Clergy and Members of the Established Church, and of the Church Education Society 264

(3) Opposition of Presbyterians, from 1831 to 1840, and the terms of their assenting to the system of National Education 259

(4) Opposition and demands of the Roman Catholic Clergy 288

(5) Convent and Monastic Schools aided by the National Board 181

(6) How far the system of United Education, or Mixed Schools, in Ireland, has succeeded or failed 284

(7) Attempts to provide for and introduce general Religious Books, as a part of Instruction, in the Mixed Schools; Dispute among the Members of the National Board of Commissioners; withdrawal of Archbishop Whately, Baron Green, and Chief Justice Blackburne, from the Board, with a note by the Chief Superintendent of Education for Upper Canada, (See also pages 33–46) 287

No. 6.—Discussion of the Irish National System of Education in the House of Commons, on the 9th of July, 1858 310

E.—*THE STATE OF NATIONAL EDUCATION IN ENGLAND:*

Discussion in the House of Commons, 11th February, 1858, (See also pages 30–32) 320

F.—*THE NORMAL AND MODEL COMMON SCHOOLS FOR UPPER CANADA:*

No. 1.—Revised Terms of Admission into the Normal School, Toronto 328

No. 2.—Programme of the Entrance Examination and Course of Study in the Normal School 330

No. 3.—Additional qualifications for Honor First Class Provincial Certificates 332

No. 4.—List of Text Books used in the Normal School 332

No. 5.—Provincial certificates granted by the Chief Superintendent of Education in 1857–8 332

G.—*THE GRAMMAR SCHOOLS OF UPPER CANADA:*

I. The Model Grammar School: PAGE

No. 1.—Rules for the Government and Discipline of the Model Grammar School for Upper Canada 335
No. 2.—Model Grammar School Time Table 339
No. 3.—Course of Instruction in the Model Grammar School for Upper Canada..... 339
No. 4.—Circular to Heads of Municipal Councils in Cities and Counties in Upper Canada, transmitting the foregoing Programme 341

II. The County Grammar Schools:

No. 5.—Programme of Studies, and General Rules and Regulations for the Government of County Grammar Schools in Upper Canada..... 342
Sec. 1.—Qualifications for the Admission of Pupils to the Grammar Schools..... 343
Sec. 2.—List of Text Books for Grammar Schools in Upper Canada..... 344
Sec. 3.—Programme of Studies in the Grammar Schools of Upper Canada..... 347
Sec. 4.—Opening and Closing Exercises of each Day..... 348
Sec. 5.—Duties of the Head Master and Teachers..... 348
Sec. 6.—Duties of Pupils..... 350
Sec. 7.—Terms, Vacations, Daily Exercises, and Holidays..... 350
No. 6.—Inspection of Grammar Schools..... 351
No. 7.—Subjects of Examination of Candidates, (not being University Graduates) for Masterships of County Grammar Schools in Upper Canada 353
No. 8.—Meteorological Stations connected with the Senior County Grammar Schools..... 356

H.—*THE COMMON SCHOOLS FOR UPPER CANADA:*

No. 1.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada 361
Sec. 1.—Hours of Daily Teaching. Holidays and Vacations..... 361
Sec. 2.—Religious and Moral Instruction..... 361
Sec. 3.—Opening and Closing Exercises of each Day, with Forms of Morning and Evening Prayer 361
Sec. 4.—Duties of Teachers..... 363
Sec. 5.—Duties of Pupils..... 364
Sec. 6.—Duties of Trustees 364
Sec. 7.—Duties of School Visitors..... 365

I.—*APPORTIONMENT OF THE LEGISLATIVE COMMON SCHOOL GRANT OF UPPER CANADA, for the Year* 1858:

No. 1.—Circular to the Clerk of each County, City, Town and Village Municipality in Upper Canada 366
No. 2.—Apportionment to the Townships, Cities, Towns, and Villages, for 1858 367

K.—*THE FREE PUBLIC LIBRARIES OF UPPER CANADA, &c.:*

No. 1.—General principles on which Books have been selected for the Public Libraries..... 372
No. 2.—Remarks by the Chief Superintendent..... 372
No. 3.—Departmental Notices to Municipal and School Corporations in Upper Canada:—
(1) Public School Libraries..... 373
(2) Prizes in Schools 373
(3) School Maps and Apparatus..... 373

L.—*EDUCATIONAL FEATURES OF THE PROVINCIAL EXHIBITION,* 1857..... 374

M.—*EDUCATIONAL MUSEUM FOR UPPER CANADA:*

1. Rules for the Admission of Visitors to the Educational Museum, Toronto 376
2. Character and Objects of the Museum..... 377
3. Principal contents of the Museum 377

N.—*DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA:*

No. 1.—Education Office, and Officers of the Department..... 378
No. 2.—Council of Public Instruction, and Masters of the Normal and Model Schools 378
No. 3.—Communications to the Department of Public Instruction for Upper Canada 379
No. 4.—Documents furnished Annually by the Educational Department to the School Officers... 380
No. 5.—Letters received and sent out by the Department..... 381
No. 6.—Local Superintendents of Schools in the several Municipalities of Upper Canada 382

ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

UPPER CANADA,

FOR THE YEAR 1857.

PART I.—GENERAL REPORT.

TO HIS EXCELLENCY THE RIGHT HONORABLE SIR EDMUND WALKER HEAD, BARONET,

GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,

I have the honor to present herewith my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1857—a year terminating in unprecedented financial depression and commercial disasters in both Europe and America, yet exhibiting unabated and even unprecedented progress in the educational proceedings of the people of Upper Canada through their elective and Municipal School Corporations. I will first advert to the statistical Tables, and then make such observations as the occurrences of the year and circumstances may suggest.

II. Table A.—Moneys Received and Expended for the Support of Common Schools. (*Page* 48.)

1. The total receipts of Common School moneys in 1857 amounted to £323,604 1s. 7d., being an increase of £34,681 19s. on the receipts of the year 1856.

2. The amount of Legislative School Grant apportioned to the Municipalities in aid of Common Schools in 1857, was £32,951 13s. 4d. The law required an equal sum to be raised by Municipal assessment to entitle the Municipalities to this aid. The sum actually provided by Municipal assessments was £61,954 1s. —£29,002 7s. 8d. more than the law required, and an increase of £7,427 5s. 3d. on the Municipal assessment of the year 1856. The Municipalities, therefore, voluntarily assessed themselves in 1857 nearly twice the amount required by law in order to entitle them to the Legislative Grant.

3. The school section *free school* rates in 1857 were £146,285 13s. 3d., being an increase on those of 1856 of £10,930 19s. 4d.

4. The rate-bills on children attending the Schools in 1857 amounted to £37,624 13s., being an increase on those of 1856 of £2,658 8s. 11d. Even under the disadvantageous circumstances under which Free Schools are established and maintained—namely, by an annual vote at each School section meeting—the public opinion of Upper Canada in 1857 in favor of free over rate-bill Schools was in the proportion of £146,285 13s. 3d. to £37,624 12s. Were this small sum of £37,624 raised by a rate on property, instead of on children attending the Schools, all the Common Schools of Upper Canada would be free. It is true that less than one-half of the Schools are actually free; but in a very large proportion of those in which a rate-bill on children is imposed, it is very small—almost nominal.

5. The amount paid to teachers in 1857 was £215,057 16s., being an increase of £20,136 19s. 3d. on that of the preceding year.

6. The amount paid for maps and other school apparatus in 1857 was £4,349, being an increase of £1,909 0s. 2d.

7. The amount raised and expended for school sites and in the building of school houses in 1857, was £51,972 6s. 5d., being an increase on that expended the preceding year of £9,164 17s. 4d. No aid is given for these purposes by the Legislature. The whole is done by voluntary assessments of Municipalities and school sections.

8. The amount raised and expended for rents and repairs of school houses in 1857 was £9,401 13s. 4d., being a decrease of £795 3s. 2d. This and the preceding item taken together show that fewer school houses were rented, and more built and secured in 1857 than in 1856.

9. The amount raised and expended for text-books and stationery (that is by Trustees) fuel and other incidental expenses in 1857, was £22,258 9s. 5d., being an increase of £3,096 6s. 6d· For these purposes no aid is granted by the Legislature.

10. The balances of school moneys in hand the 31st December, 1857, amounted to £20,564 10s. 9d., being an increase of £1169 18s. 11d. on those in hand at the end of the preceding year.

11. The total expenditure for Common School purposes during the year 1857 was £303,039 10s. 10d., being an increase of £33,512 0s. 1d. on the total expenditure of the preceding year.

12. As the whole of the £303,039 10s. 10d. expended in 1857 for the support of Common Schools, with the exception of between thirty and forty thousand pounds, was provided by local voluntary assessment or rates, it indicates not only the universally powerful working of this branch of the school system, but the progress of the public mind in a primary element of educational advancement—provision for its support. And when the financial condition of the country is considered during the last half of the year 1857—the part of the year during which the greater part of the school rates are levied, and nearly all of them collected—the fact that the receipts and expenditures of the year are more than one hundred thousand dollars in advance of any one of the preceding prosperous years, presents a remarkable phenomenon in the educational history of Upper Canada, and an extraordinary contrast to its receipts in every other branch of revenue and industry.

III. Table B.—School Population, Pupils attending the Schools, in the different branches of Common School Education. (*Page* 52.)

1. There is a discrepancy in the law in regard to the classes of persons to be returned as school population, and as having a right to attend the schools—the former only including persons between 5 and 16 years of age; the latter including persons between 5 and 21 years of age. Formerly, no person over 16 years of age had a legal right to attend the schools; but the School Act of 1850 extended the right of attending the schools to all persons between the ages of 5 and 21 years, but did not change the previous legal provisions as to school population returns. By an omission, there were no returns of the school population between the ages of 5 and 16 years in 1856; the number returned in 1857 was 324,888.

2. The number of pupils between 5 and 16 years of age attending the schools in 1856, was 227,992; in 1857, 247,434—increase, 19,442. The number of pupils attending school between the ages of 16 and 21 years, in 1856, was 23,153; in 1857, 25,203—increase, 2,050. The total number of pupils attending the schools, in 1856, was 251,145; in 1857, 272,637—increase, 21,492.

3. The number of *boys* attending the schools in 1857 was 150,029—increase, 12,609. The number of *girls* was 122,608—increase, 8,883. A much larger number of girls than boys attend private schools, as the law makes no provision or the higher class of girls' schools.

4. The number returned as indigent children attending the schools in 1857 was 4,820—increase, 725. This distribution does not, of course, obtain where the schools are *free*, as all children then attend them by right, and none as paupers.

5. The other columns in this Table show the length of time children attend the schools, and the numbers in the different branches of Common School education—presenting a gratifying increase in the number studying the higher branches. In these returns there is a *decrease* under two heads—and two only. There is a reported decrease of *eight per cent.* on per centage of the population that can neither read nor write; and there is a *decrease* of 13,604 in the number of children that are reported as attending no school.

IV. Table C.—Teachers; Number, Sex, Denomination, Rank, Salaries. (*Page* 56.)

1. The whole number of teachers employed in the course of the year 1857 was 4083 (in 4083 sections)—increase, 394. The whole number of *legally* qualified teachers reported was 3933—increase, 478.

2. Of the teachers employed, 2787 were males—increase 165; 1296 were females—increase, 229; 742 were members of the Church of England—increase, 58; 438 were Roman Catholics—increase, 24; 1201 were Presbyterians (including all classes)—increase, 296; 1165 were Methodists (including all classes)—increase 63; 211 were Baptists—decrease, 13; 57 were Congregationalists—decrease, 35; 21 Lutherans—increase 10; 35 Quakers—increase, 26; 85 reported as Protestants—increase 39; a few are returned as belonging to the minor denominations.

3. The whole number of teachers holding legal certificates of qualification was 3933—inerease, 478; 640 held first class certificates—increase 88; 2064 held second class certificates—increase, 318; 962 held third class certificates—*decrease*, 53. This is so far encouraging. It is to be hoped that third class teachers will soon disappear altogether. The number of uncertified teachers reported was 150—decrease, 84.

4. This table also exhibits the salaries paid to teachers in the several counties, cities, towns, and incorporated villages. The *highest* salary paid in any County was £160; in a City, £350; in a Town, £200; in a Town Municipality, £137; in an incorporated village, £200. The *lowest* salary in a County was £24; in a City, £48; in a Town, £35; in a Town Municipality, £50; in an incorporated village, £75. The *average* salaries of male teachers in Counties, with board, were £54—increase, £11 19s.; without board, £96 12s.; in Cities

£129 17s.; in Towns, £118; in Town Municipalities, £114; in incorporated Villages, £116. The average salaries of *female* teachers in Counties, with board, were £37 2s. The average salaries of *female* teachers in Counties, without board, were £51 18s.; in Cities, £55 15s.; in Towns, £70 7s.; in Town Municipalities, £61 4s.; in incorporated Villages, £79 2s. The average salaries of *male* teachers in Counties, Cities, &c., were £115 5s.—increase on those of the preceding year, £24 19s. The average salaries of *female* teachers in Counties, Cities, &c., were £63 10s.—increase on those of the preceding year, £10 5s.

V. TABLE D.—NUMBER OF SCHOOLS, SCHOOL HOUSES, TITLES TO SCHOOL PROPERTY, SCHOOL HOUSES BUILT, SCHOOL VISITS, LECTURES, TIME SCHOOLS ARE KEPT OPEN. (*Page* 60.)

1. The number of school *sections* in 1857 was 4017—increase, 383. The number of schools reported, 3731—increase, 259. The number of schools open and not reported, 286. These, of course, did not share in the School Fund.

2. The number of *free schools* was 1707—increase, 444; the largest increase of any one year for several years. The number of schools *partly free* was 1559—*decrease*, 8. The number of schools with one and three pence rate bill per month for each pupil, 1354—increase, 205. The number of schools with less than one and three pence rate bill per month for each pupil, was 444—decrease, 99. From these figures it appears that the highest rate bill by law was adopted in less than one-third of the schools; that 3266, or about *seven-eighths of the schools are partly;* that 1707 schools are entirely free—being an unprecedented increase of 444.

3. The returns of school houses appear very imperfect, 87 not having been reported at all, there having been reported 39 stone school houses and 110 brick school houses *less in* 1857 than in 1856. The one or the other of these returns must be incorrect. The aggregate number of stone school houses reported was 278; of brick school houses, 240; of frame school houses, 1425; of log school houses, 1542.

4. As to the *title* of school premises, the number of houses held as *freehold* was 2738—increase 301; held by lease, 444—*decrease* 25; number rented, 147—decrease, 178; not reported, 243.

5. Of the school houses built during the year, 21 were of brick—increase, 7; 26 were of stone—increase, 20; 55 were frame—increase, 3; 27 were log—*decrease*, 47; not reported, 72; total built during the year, 201—increase, 8.

6. The whole number of school visits in 1857, was 49,196—increase, 5090. The number of school visits by Local Superintendents, (many of whom are clergymen,) was 7322—*decrease*, 222; by Clergymen, 4025—increase, 608; by Municipal Councillors, 1794—*decrease*, 44; by Magistrates, 1634—increase, 138; by Judges and Members of Parliament, 366—increase, 14; by Trustees, 17730—increase, 1460; by other persons, 16,325—increase, 3136.

7. The whole number of educational lectures delivered in 1857, was 2540—increase, 117; lectures by Local Superintendents, 2245—increase, 250; by others, 295—decrease, 133.

8. The average time during which 3458 of the schools were kept open in 1857, has been reported, and is 10 months and 6 days—increase, 4 days; an average of two months longer than the schools are kept open in either the State of New York or the State of Massachusetts.

VI. Table E.—Prayers; Bible and other Books, and Apparatus, used in the Schools. (*Page* 64.)

1. The number of schools reported under these heads, was 3592—increase, 120. The daily exercises of 1549 schools were opened and closed with prayers—increase 548. The Bible and Testament were used in 2415 schools—increase, 561; the largest increase under these two heads during any year since the establishment of the school system, and much more than would be effected by a compulsory law. Recommendations and facilities in regard to the exercise of religious duties and privileges are more in harmony with the genius of our people and of our free government than assumptions of command and attempts at compulsion.

2. It is gratifying to observe that all the books, except the National Books and the few others sanctioned by the Council of Public Instruction, have almost entirely disappeared from the schools. The National Readers, for instance, are used in 3514—increase, 460 schools; while the old English Reader is used in only four schools—decrease, 119 schools. No school book has exerted a wider and more injurious influence in the schools than *Olney's Geography*. Though no other than moral means have been employed to eject it from the schools, it was used in 1857 in only 19 schools—decrease, 230 schools. The use of other objectionable books has similarly declined, until, according to the table, the schools may be regarded as universally using the uniform series of text books sanctioned according to law—one of the greatest difficulties encountered in the establishment of a system of public schools, and one of the greatest achievements which has ever been accomplished by the school system in any State in America.

3. The introduction of *maps and other apparatus* in the schools has steadily advanced. In 1857, maps were used in 2290 schools—increase, 366; blackboards in 2652 schools—increase, 172; full sets of school apparatus in 872 schools—increase, 352; tablet lessons in 996 schools—increase, 299.

VII. Table F.—Roman Catholic Separate Schools. (*Page* 68.)

1. It will be seen that the establishment of most of these schools is of recent date—since the vehement agitation of the question—the greater part of those established in former years having been discontinued.

2. The number of Roman Catholic Separate Schools in 1857 was 100—increase 19.

3. The amount apportioned from the Legislative School Grant to those schools was £2,128 15s. 10d.—increase, £730 2s. 9d.

4. The amount raised by local tax on the supporters of Separate Schools was £2,599 10s. 7d.—increase, £862 19s.

5. The amount raised by rate-bill on the children attending the Separate Schools was £1,177 14s.—increase, £479 14s. 1d.

6. The amount subscribed by the supporters of Separate Schools was £2,186 1s. 8d.—increase, £901 4s. 6d.

7. Total amount received for the support of Separate Schools was £8,092 2s. 8d.—increase, £2,974 0s. 6d., or nearly one-third. This large increase is highly creditable to the supporters of Separate Schools.

8. As to the *expenditure* of these moneys, the amount paid to Teachers was £4,685 17s. 7d.—increase, £1,600 14s. 6d. The amount paid for other purposes was £3,406 4s. 8d.—increase, £1,373 6s. 0d.

9. The whole number of pupils in the Separate Schools was 9,964—increase, 2,754, or more than one-third.

10. The whole number of *teachers* employed was 112—increase, 17; of whom 60 were males—no increase—and 52 were females—increase, 17.

11. The average time the schools are reported as having been kept open was 11 months—increase, one month.

12. Forty-seven schools are reported as furnished with *maps*—increase, 3; 27 with other apparatus—increase, 15; 39 with blackboards—increase 1.

13. The other columns of this table refer to the exercises and subjects taught in the schools.

VIII. Grammar Schools. (*Pages* 72 *and* 206.)

1. Upon the whole the Grammar Schools have greatly improved during the last two or three years—since the adoption of the present regulations, and the appointment of Inspectors. This improvement in the Grammar Schools is specially observable during the last year, in their finances, the attendance and the advancement of the pupils, and the erection or completion of several new and commodious school houses.

2. Under the regulations authorized by the present law an entrance examination is required, and no pupil is eligible for admission to the Grammar Schools, who is not able—1. To read intelligibly and correctly any passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic and in reduction and simple proportion. 5. Must know the

elements of English Grammar, and be able to parse any easy sentence in prose; and, 6. Must be acquainted with the definitions and outlines of Geography.

3. These regulations are intended to prevent the Grammar Schools from teaching the same elementary subjects which are taught in the Common Schools, and to confine them to the special objects of their establishment—teaching the higher branches of an English and Commercial Education, and the elements of Classics and Mathematics, necessary for admission into the University. Formerly, the Grammar School was considered not merely a classical school but the more respectable Common School of the place—injuring the Common School, and doing its work very poorly, and being proportionably inefficient as a classical and mathematical school. The effect of the recent regulations was first, not only to reduce the attendance of pupils at the Grammar School, but at the same time to improve its character and efficiency. Had the law provided at the same time, as was proposed, and as has been urged from time to time, that the Grammar School Fund should be apportioned upon the same condition as the Common School Grant, namely, that each Municipality receiving it should provide an equal sum, the resources of the Grammar Schools would have been augmented equally with their efficiency and usefulness.

4. The improved character and efficiency of the Common Schools have also had a depressing influence upon the Grammar Schools, whose best resource is to improve in corresponding ratio.

5. The former somewhat exclusive character of the Grammar Schools excited to a certain extent a popular prejudice against them as if they were the schools of the wealthy and the few. But this prejudice is fast disappearing. The Grammar Schools are as much under local management as the Common Schools, and should be as liberally supported, as the essential means of providing for those branches of education without which no country or county can advance, or long retain its rank, in the career of science, literature, intelligence and popular institutions. It is not the absolute number of persons educated in these branches of learning in a community, it is the relation that such persons have always sustained, and must ever sustain, in administering the laws and institutions of every community, and in developing its highest material and general interests. Every County should have its commercial and classical academy, as should every neighborhood its Common School; and no support should be wanting to render the former as creditable and advantageous to the country as should the latter be to the neighbourhood.

6. The first Grammar School established in a County and situated in the County Town, is called the Senior County Grammar School, and is entitled by law to £100 per annum from a Parliamentary grant, irrespective of the apportionment of the Grammar School Fund proper. The other Grammar Schools are called Junior County Grammar Schools, and take their distinctive name from the village within which they are situated. There were 29 senior and 43 junior County Grammar Schools in Upper Canada in 1857—increase, 11.

7. For a practical and comprehensive view of the state and progress of the Grammar Schools, and for several important suggestions in regard to the amendment of the law, I beg to refer to the Inspectors' Reports, which will be found in the Appendix C., page 206.

8. With these explanations and general remarks I will proceed to notice the statistical tables relating to the Grammar Schools.

IX. Table G.—Grammar School Moneys: Receipts and Expenditures. (*Page* 72.)

1. The amount apportioned from the Grammar School Fund in 1857 was £7,042 5s.—increase, £381 5s.

2. The amount of *fees* of pupils was £4,879 9s. 2d.

3. Amount of Municipal Grants was £4,207 14s. 2d.—increase, £760 12s. 7d.

4. Total receipts for Grammar School purposes in 1857, £21,562 7s. 9d.—total increase, £2,314 6s.

5. Amount paid in salaries to masters, £14,388 0s. 9d.—increase, £2,473 4s. 7d., or nearly one-sixth.

6. Amount expended in the erection, repairs and renting of school houses, £2,677 0s. 6d., (a very small sum for those purposes)—increase, £599 3s.

7. Amount expended in the purchase of maps and other school apparatus, £538 8s. 8d.—increase, £337 4s. 9d.

8. Amount expended for books and contingencies, £1,573 7s. 5d.—increase £11 7s. 3d.

9. Total amount of expenditures for Grammar School purposes, £19,176 17s. 4d.—increase, £3,420 19s. 8d.

X. Table H.—Grammar School Pupils and their Classification. (*Page* 74.)

1. The whole number of pupils in the Grammar Schools in 1857 was 4,073—increase, 690; an average of 57 pupils per school.

2. Whole number of pupils in the several branches of *English*, 3,671—increase 490. The several English branches studied may be seen by reference to the table.

3. Whole number of pupils in *Latin*, 1,329—increase, 278, or more than one-sixth. It is a very large and gratifying increase under this head. The number

in *Latin Grammar*, 1,032—increase, 220. *Latin prose composition*, 754—increase, 154. *Latin verse composition*, 60—increase, 1. In *Cornelius Nepos* and *Cæsar*, 393 –increase, 59. In *Ovid* and *Virgil*, 284—increase, 80. In *Cicero* and *Horace*, 163—increase, 74.

4. Whole number of pupils in *Greek*, 284—increase, 27. In *Greek Grammar*, 258—increase, 24. In *Greek Composition*, 136—increase, 27. In *Xenophon* and *Iliad*, 91—*decrease*, 3. In *Lucian* and the *Odyssey*, 33—*decrease*, 20. In the *Greek Testament*, 64—increase, 3.

5. Whole number of pupils in *French*, 601—increase, 139, or nearly one-fifth. In *French Grammar*, 550—increase, 122. In *French Written Composition*, 441—increase, 90. In *Oral Exercises*, 385—increase, 106. In *Fenelon* and *Molière*, 93—increase, 27.

6. The number of the pupils of each of the five classes may be seen by referring to the table. Page 74.

7. The same table shows also the number of pupils in Arithmetic, Algebra, Euclid, Geography, History, Physical Science, Writing, Book-keeping, Drawing, Vocal Music, and their rank or class.

XI. Table I.—Text Books, Religious Exercises. (*Page* 78.)

1. This table shows the text books used in each of the Grammar Schools in the several branches taught.

2. Of the 59 Grammar Schools reporting, the daily exercises of 45 were opened and closed with prayers—increase, 14. In 52 the Holy Scriptures were read—increase 5.

XII. Table K.—The Normal School, and the Model Schools. (*Page* 80.)

1. This table shows the number of students admitted to the Normal School from the beginning, their religious persuasion, the amount of aid received by them, the number who had been teachers before their admission, and the number who have certificates of masters, and Provincial certificates.

2. The number of students admitted during the two sessions of 1857-8 was, respectively, 167 and 159—in all 326—the largest number admitted any one year since the establishment of the school. The number of students admitted the current session is 181—considerably more than were ever before admitted one session. It should, however, be remarked that more than half the student-teachers attend two sessions.

3. The whole number of student-teachers admitted during the ten years the school has been in operation, is 2,276—an average of upwards of 200 per annum —of whom 1,168, or about one-half, had been teachers before their admission to the Normal School.

4. Of the 167 who were admitted the first five-months session of 1857, 86 had previously been teachers; of 159 who were admitted the second session, 84 had previously been teachers. Of the 189 who have attended the current session, 93 have been teachers before admission.

5. The number who were entitled to and received Provincial Certificates the two sessions of last year, was 184—an increase of 22 on the two sessions of the preceding year.

6. The whole number of certificates given by the masters of the Normal School, before the granting of Provincial Certificates, was 430. The whole number of Provincial Certificates granted is 771—401 to male teachers, and 370 to female teachers.

7. I have not been able to ascertain the exact number of teachers now engaged in teaching who have been trained in the Normal School. No two accounts received agree. But I shall devise means this year to ascertain the fact as far as possible; and if found advisable, additional measures will be taken to secure the fulfilment of the honorable pledge given that the parties admitted to the Normal School will devote themselves to teaching. It is, however, to be remarked, 1. That the same engagement is required on this point of student-teachers entering our Normal School that has been required and found satisfactory in the neighbouring States, where changes of employment are more frequent than in Canada. 2. That the teaching in the Normal School, and the accompanying exercises of observing and teaching in the Model Schools, are not designed to educate the students, but simply to train them as teachers. 3. That the majority of those who are admitted to the Normal School have been teachers—thus affording the strongest proof possible that their object in coming to the Normal School is to qualify themselves better for their work as teachers. Had the Normal School done nothing more than train the 1,200 teachers who had taught school before attending the Normal School, it would have amply repaid to the country all that has been expended for its establishment and support. This, however, is but one part of the great work it has accomplished, the importance and value of which are attested by the local reports, by the great demand for teachers trained in the Normal School, by the improved character of school teaching, discipline and organization throughout Upper Canada, the standard and tone and practical features of which have been largely influenced by the Normal and Model Schools.

XIII. Table M.—Free Public Libraries. (*Page* 86.)

1. In a *Special Report* lately laid before the Legislature, I have given an account of the successive steps which have been taken to provide and establish free public libraries in Upper Canada, have adduced the example of other educating countries and states, and, by references and comparisons, have shown the peculiar advantages and economy of the Canadian system. During the last two years, several State Superintendents of Public Instruction, and a large number of educationists from the

neighboring Republic, have visited Toronto, making special inquiry into the nature and working of our school system, and have expressed their strong conviction that the system of public libraries in Upper Canada was in advance of the school library system existing in any of the States. It has been my object to adopt and adapt in Upper Canada the excellencies, and avoid the defects, of the different public library systems in Europe and America. The great success which has marked this part of our school system, will, I have no doubt, be accelerated by improvements which the working and development of our Municipal institutions will suggest, while the principles on which the libraries are established—common to our own and other countries—will remain unchanged.

2. The number of *libraries* established in 1857, was 59; being an increase of 10 on the number established in 1856. The number of *volumes* furnished by the Department in 1857, was 29,217—being an increase of 15,517 volumes on the number sent out the preceding year.

3. For the excellent effect and influence of the *Prison Libraries*, which have been established by the Department, see Appendix B. (Page 204.)

4. Besides 2,707 volumes furnished to Mechanics' Institutes and Agricultural Societies, the whole number of volumes despatched from the Department for public free libraries since 1853, is 160,178, on the following subjects: History, 27,833 volumes; Zoology, 11,624; Botany, 2,088; Natural Phenomena, 4,667; Physical Science, 3,646; Geology and Mineralogy, 1,339; Natural Philosophy, 2,462; Chemistry, 1,156; Agricultural Chemistry, 685; Practical Agriculture, 7,204; Manufactures, 7,407; Literature, 15,646; Voyages, 11,635; Biography, 17,662; Tales, Sketches, &c., 43,409; Teachers' Libraries, 1,715.—Total, 160,178.

5. From the extensive official Catalogue the selection of books is made at the discretion of the parties establishing the libraries; and though the books selected cannot be expected to be equally appreciated in every Municipality and School section, the fact of their being applied for, indicates a felt want that should be promptly supplied, and the eagerness with which numbers procure and read them in most neighborhoods where libraries are established, is attested in the reports of Local Superintendents. Some members of a family may be indifferent both to education and books brought within their reach; some of the inhabitants of a neighborhood may be indifferent to the improvements in agriculture, manufactures, and the various institutions and appliances of social progress and civilization; but that is no reason why the means of education should not be provided for all,—no reason why Agricultural associations should not pursue their career of effort and of usefulness,—no reason why the widest advantages of municipal and civil government should not be pursued. So the indifference of some individuals or some neighborhoods to libraries, as well as schools, is no argument against providing them for those who value and use them, much less a valid objection to the system of establishing them. The circulation of 160,000 volumes of useful and entertaining reading, of biography in all its varieties and ages, of history in all its branches and periods, of science and arts in all their many departments and applications, of manufactures and industry in all their diversities and pursuits, of literature and travels in all their endless

charms and adventures, and of practical life in all its conditions and phases, cannot but contribute largely to increase the enjoyment and intelligence of great numbers, and to promote the intellectual and material progress of the country. This great work, however, is only commenced; what has been done in some places may be done in others; and the attainment of our country's destiny will only be reached when every neighborhood will have its good school and its appropriate library and when every child will be taught in the one and relish the perusal of the other.

XIV. Table N.—School Maps and Apparatus. (*Page* 94.)

1. Table N, shows the amount which has been expended in furnishing schools with maps, globes, and other apparatus, and the number of those essential helps which have been despatched by the Department to various schools and municipalities. The amount of maps, &c., purchased and supplied for the schools in 1857, was £4,529 11s. 5d.—being an increase of £2,199, or about one-half, on the purchases and supplies of the preceding year. The number of articles sent out was as follows: *Maps* of the *World*, 245—increase 109 on the number sent out the preceding year; of *Europe*, 437—increase, 171; of *Asia*, 353—increase, 152; of *Africa*, 316—increase, 131; of *America*, 376—increase, 154; of *Canada*, 421—increase, 144; of *British Isles*, 515—increase, 319; of the *Hemispheres*, 405—increase, 138; *Classical and Scriptural Maps*, 330—increase, 252; *other Maps and Mounted Charts*, 886—increase, 694; *Globes*, 261—increase, 158; complete sets of *School Apparatus*, 38—increase, 24; *Orreries*, 20—increase, 10; *Tellurians* and *Lunarians*, 17—increase, 2; *numeral frames*, 95—increase, 55; *Geometrical forms and solids*, 1,057—increase, 976; *other apparatus*, 328—increase, 187; *Natural History and Phenomena* (Object lessons), 6,989—increase, 1,943; *Scriptural History*, 3,818—increase, 2,338; other *Object lessons*, 2,002—increase, 1,686; *National Tablet Lessons*, 7,940—increase, 3,214; *other Tablet Lessons*, 1,686—increase, 745; *Prints and Rules*, 3,396—increase, 2,605; *volumes for prizes*, 2,557.

2. The increase under all these heads is gratifying and unprecedented. It is also worthy of remark, that the maps are all mounted, and several of them published in Toronto; and the orreries, tellurians, geometrical forms and solids, some of the globes, and nearly all the other articles of school apparatus, are of Canadian manufacture—the principle adopted by the Department being to import nothing which can be produced in the country, and to procure every needful model, and hold out every possible inducement for domestic manufacture.

XV. Table O.—Superannuated Teachers. (*Page* 110.)

1. Table O, pages 110–120, contains a list of all the superannuated or worn-out Common School Teachers in Upper Canada who have been placed in receipt of pensions for long service by the Council of Public Instruction. The number of this deserving class of persons on the list of pensioners up to the end of 1857 was 137—131 males and 6 females—the average age of whom was 65 *years*, and the average length of service as Common School Teachers in Upper Canada (independent of service in other countries) was 22 years.

XVI. Tables P, Q, R, S, and T. (*Pages* 120–144.)

1. Tables P, Q, R, and S, contain various important summaries of preceding Tables. Taken together they present a bird's eye view of the operations of the school system during 1857. They are as follows:

2. Table P shows how far each county, city, town, and village in Upper Canada has participated in the Legislative Grant for the following purposes, viz.: (1) Common Schools. (2) Grammar Schools. (3) Public Libraries. (4) Poor Schools. (5) Normal School. (6) Superanuated Teachers. For these various purposes, including £2,264 for (7) Maps and Apparatus, as per Table N, page 108, (not included in Table P,) the proportion of the Legislative grant distributed to the various Municipalities in 1857 amounted to £49,925. As an equivalent there was raised from local sources for the various objects named above, including Maps and Apparatus, £66,891.

3. Table Q shows the total sum raised and expended in Upper Canada for all the purposes of education during 1857, viz.: (1) for Common Schools, £303,040; (2) for Grammar Schools, £19,176; (3) other institutions (including Colleges, &c.), £41,907; Superannuated Teachers, Libraries, Poor Schools, &c. &c., £9,692; grand total £373,816, or an increase in the general expenditure over 1856 of £37,624.

4. Table R is a general statistical abstract exhibiting the comparative state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, during the years 1842 to 1857, inclusive. Compiled from returns in the Educational Department.

5. Table S is a statement in detail of the Legislative apportionments and payments: (1) to Common; (2) Separate; (3) Grammar, and (4) Poor Schools.

6. Table T contains, in a series of statements, the several accounts of the receipts and expenditures of the Educational Department for 1857, as required by law—details of which were sent in quarterly to the Auditor of Public Accounts.

XVII. Educational Museum and School of Art and Science.

1. In my last Annual Report, I stated the provisions of the law relative to the Educational Museum, and the steps which had been taken to give it effect. I also gave a list of the objects of art which had been collected, and an account of the Government Educational Museum and School of Art and Science at South Kensington, near London, and its branches in the chief provincial towns throughout the United Kingdom,—instruction in art and drawing now forming a branch of the Government system of popular instruction in the Mother Country. It was intended to incorporate the same object with our public school system, when the Legislature in 1849 appropriated £500 per annum for the establishment and support of a School of Art and Design in connexion with the Provincial Normal School, and

when on the erection of the present Normal School Buildings in 1851, two rooms were provided and destined for the School of Art and Design. But nothing further has as yet been done to give practical effect to that object beyond the collection of casts, paintings, drawings, and models which have been made, and which constitute a considerable part of the Educational Museum. Upper Canada ought to have at least one School of Art, and in no other way could such a School be established at so little expense and to so great advantage as in part of the Normal School building and in connexion with the other provincial schools. Such a school cannot be established and sustained by any private party; nor is it likely that more than one such school will be required in the country for some time to come. But such a school, in which the services of the Drawing Master in the Normal and Model Schools can be made use of, and in which all who wish to study art can have instructions and examples in drawing, modelling, and painting, is an object of no small public importance as well as of national pride.

2. In addition to the Map and Library Depositories, the Educational Museum consists of the following objects:

3. (1) A large collection of School Furniture and Apparatus, both imported and of domestic manufacture,—including School Furniture, Globes, Orreries, Tellurians, Geometrical Forms and Solids, Mechanical Powers, Chemical and Philosophical Apparatus, &c., &c. Municipal and School Authorities can procure any of the articles in this collection at the prices marked, and will be allowed one hundred per cent. to aid in the purchase of them for the public schools. Private individuals can procure such of them from the manufacturers as are manufactured in Canada. In this way they are accessible to private families as well as to the public schools.

4. (2) Casts of antique Statues, and Busts of the most illustrious Greeks and Romans; casts of some of the works of the most celebrated modern Sculptors, and of the Busts and Statuettes of many men and women distinguished in English and European History; Knights in Armour; Architectural casts and engravings, illustrating the decorative styles and ornaments characteristic of Greek, Roman, and Gothic Architecture; also a variety of other models for drawing and modelling.

5. (3) Copies of paintings by the great Masters of the Italian, Flemish, Dutch and German Schools.

6. Thus the Educational Museum, in which upwards of 2,000 objects are collected, contains specimens of the latest improvements which the experience of both Europe and America has suggested, in the fittings of school-houses, teaching Arithmetic, Geography, Astronomy, Natural History, Chemistry, Physics, Mechanics, Drawing, &c., and casts or copies of which have been considered most attractive and instructive in European Museums of Sculpture and Paintings. The space for the paintings being limited to two rooms, and these having only side lights, they are necessarily crowded, and some of them have the disadvantage of not being placed in a good light, but this is trifling in comparison to the convenient arrangement and

value of the whole collection. What is said in the official report of the Government Educational Museum in London, is true of ours:—"The offices of the Department and the Training Schools are under the same roof as the Museum, which, while it will be a source of rational recreation to the general public, will, also, it is hoped, be an important agent of instruction to the students."

7. It has been justly observed, by a writer on this subject, that "It is desirable to preserve original and precious works of art in a great central Museum in the Metropolis; yet provincial Museums should be furnished with casts of the sculpture, and copies of the pictures, electrotypes of the bronzes, and such transcripts or imitations of other works of art as could most readily be made by a staff of artists employed in the Museum for that purpose." "By means of casts, all the beauty of form of the original is rendered with such perfect fidelity, that they may be termed in every respect, except material, duplicates of the original works. This system has been acted upon at Berlin, to form the most perfect collection of casts in the world, illustrating the whole history of art during a period of three thousand years." "Casts can be had of the busts of great men of nearly every age, at a cost which renders it easy to form such a collection, and the youth pursuing their studies might contemplate from time to time the images of the great, the learned, the benefactors of mankind. Students occupied with the study of history, might see each page illustrated by the ancients themselves,—Grecian history by Greeks, Roman history by Romans. The arms, dresses, instruments, utensils, in fine, nearly every thing which it is thought so important to read about in our seminaries of learning, might be rendered as familiar to the eyes of the students as the description of them is to their thoughts, and this without difficulty, and at a cost which is absolutely trifling, when the benefits to be conferred are estimated. While truer ideas on all these subjects would thus be formed, taste, and that appreciation of the arts which ought to be an accompaniment of our civilization, would take the place of the absence of both which we are painfully called upon to acknowledge."

8. The Educational Museum is open to the public without charge. Large numbers of travellers from England and the United States have visited the Museum, and expressed very great satisfaction at the collection of school apparatus and objects of art, as have many persons from various parts of Canada. I may here repeat, what I have heretofore stated, that a collection of such objects has double the value in Canada that it possesses in any city or town in Europe, in nearly every country of which treasures of art abound in the Royal and Ducal Palaces, National Museums, and private mansions, all of which are opened to the public with great liberality, and even there, where the facilities of travelling are so great, the public Museums are so numerous, and the different countries so near to each other, many travellers, not content with having seen and contemplated the original objects of art themselves, purchase copies of the most famous paintings, and casts or sculptured or bronze copies of the most celebrated groups, statues, busts, &c., for the gratification of their own tastes and the ornamental furnishing of their mansions.

But in Canada, where there are no such art-treasures, where we are so remote from them, where there is no private wealth available to procure them to any extent, and comparatively so few can visit them in Europe, a collection (however limited) of copies of those paintings and statuary which are most attractive and instructive in European Museums, and with which the trained teachers of our public schools may become familiar, and which are accessible to the public from all parts of the country, cannot fail to be the means of social improvement, as well as of enjoyment, to great numbers throughout Upper Canada.

XVIII. Extracts from the Reports of Local Superintendents.

(*Pages* 145–203.)

1. In the Extracts from Reports of Local Superintendents, (which will be found in Appendix A.,) is presented what is unfavorable as well as what is favorable in the state, progress, and working of the school system in the Townships, Cities, Towns, and Villages of Upper Canada. If in one municipality, or school division, proper school accommodations and appliances are provided, good teacher or teachers are employed, a library is established and read, the attendance at school or schools is large, and everything indicates mental activity and progress, and if in another municipality or school division, the reverse of all this is stated, every candid and intelligent reader will know whether such difference is attributable to the law or to the people themselves in different municipalities.

2. These extracts from local reports are a portraiture of the doings of the people to educate their children, and contribute to establish and illustrate the following facts:

(1) That the school law is based upon the principle that it is the right and office of the people to educate themselves; that the Educational Department with all it provides, is only a help to local effort; that the inhabitants of each municipality and school division are invested with power to educate their children in their own way, and are worthy of praise or blame, are benefactors or enemies of their country and posterity, as they rightly exercise, or neglect to employ, the powers which the school law places in their hands.

(2) That the religious rights of each pupil and its parents or guardians are inviolably protected; that during the last, any more than during previous years, no instance of proselytism, or of attempt at proselytism, has occurred, while it appertains to the elected school authorities in each school division to have such religious exercises in their school or schools as they desire. (For official regulations on this subject, see pages 20, 21.)

(3) That in those instances in which the school or schools are reported to be in an unsatisfactory state, the painful fact is in no case ascribed to the defective provisions of the law, except in the reiterated desire expressed for the amendment of the law for the establishment of free schools, apart from any local vote of rate-payers.

(4) That notwithstanding the indifference in some neighborhoods and munici-

palities, and the unfavorable circumstances of the inhabitants in many new townships, and the difficulties incident to the administration of a law not by learned Judges, but by upwards of ten thousand plain Trustees and other municipal and school officers, the progress of the school system as a whole is greater than that of any other country, and greater in 1857 than during any preceding year.

XIX. Religious Instruction in the Public Schools.

1. Man has a higher destiny than that of States; for they are born, and live, and die upon the earth,—man survives the earth, and is created for higher employments and higher distinctions and happiness than the earth affords. It is not state legislation that makes known to man his high destiny, nor state law that qualifies him for it. It is religious truth that reveals to him his immortal nature, and provides the proper food for its nourishment and perfection. Religious instruction is, therefore, an essential part of the education of every human being. The absence of religious instruction in youth is the precursor of the absence of religion in manhood. It is, therefore, alike the Divine command and the instinctive dictate of enlightened piety, "to bring up children in the nurture and admonition of the Lord."

2. There is then no difference of opinion, there is no question, as to the necessity and importance of religious instruction for the youth of the country. But the question is, to whom is the Divine command to provide for it given—to the parent or to the State? It is clearly the duty of the State to provide for the security of life and property, and therefore to punish all crime that endangers the one or the other. It is clearly within the province of the State to provide for its own safety, and to do much for the well-being of man in his temporal and social relations; and as education is essential to the security of government, the supremacy of public law, and the enjoyment of public liberty, as well as to the individual interests of the members of the community, it becomes the duty of the State, or of the people in their civil capacity, to provide for it. This the State can do, this is within its legitimate province, this is the common interest of all as men.

3. But as there is a destiny, so there is a mission higher than that of States. The State is not the individual parent of the child, nor is the State the Christian Church; nor was it intended to supersede either the parent or the church. The functions of the parent and of the church are prior to and above those of the State. It is not to the State that the command was given, to "preach the Gospel to every creature," and "bring up children in the nurture and admonition of the Lord." Though religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the Divinely appointed religious instructor of the people. Nor can the State perform that work without determining the kind of religious instruction to be given, and appointing the religious instructors. This may be done where the State is the Church and the Church the State, as in the Roman States of Italy and in Turkey; but it is at the expense of all civil and religious liberty on the part of the people. It may

also be done where but one form of religion is established and supported by the State, and where the clergy are officers of State; but in such circumstances there is no provision for dissentients, educationally or religiously, except at the expense of their religious rights and convictions. In none of these cases is there any instance in which civil or religious freedom has been enjoyed, or the people of a country educated; on the contrary, in every instance, the mass of the people have grown up in ignorance, and in most instances a government of absolute and oppressive despotism has prevailed.

4. There remain three other alternatives. The *first*, is to do as has been done in some of the neighbouring States, to ignore religion altogether in a system of Public Instruction; an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The *second* is, to commit the public schools to the care of the religious denominations, as has been attempted in England, where £600,000 sterling is granted by Parliament for elementary education, and where there are only some 700,000 children in the schools, out of upwards of 4,000,000 children of school age. The *third* alternative is, for the State to provide for the education of the youth of all religious persuasions in *secular subjects*, and at the same time to provide facilities by which such religious instruction may be given to the children of each religious persuasion as desired and provided for by their respective parents and pastors. This is the system which was proposed and established for Ireland in 1831, but which now exists in only 1600 out of the 5000 schools aided by the National Board of Education in Ireland. This is the system which has been established in Upper Canada, and which now prevails, with the single exception of the 104 Separate Schools. In this system, as was the case in Ireland in regard to all the National Schools, the Commandments are taught, the daily exercises of the school are allowed and recommended to open and close with a recognition of Almighty God in such form of thanksgiving and prayer as the authorities of each school prefer, but no pupil is compelled to join in them contrary to the wish of his parents or guardians; the rights of conscience in regard to each child are equally protected; each parent's authority and wishes are supreme on the subject, and provision is made by which each child may receive religious instruction according to the wishes of his parents or guardians, and from his own Pastor or his authorised representative. The authorities of each school decide what version of the Scriptures shall be read at the opening and close of the daily exercises of the school, or whether any version shall be used. The Form of Prayers prepared for the convenience of Local School Authorities who wish to use them, consists of collects and petitions, which are used alike in both Roman Catholic and Protestant Churches; but it is at the discretion of the authorities of each school to use that or any other form of prayer they think best. There is no compulsion in the matter; nor has the State any right to compel in matters of religion. The State aids parents in the teaching of their children the *secular subjects* of a necessary education during six or seven hours each week-day, but the *religious part* of the education of children as well as their food and clothing, and their education during more than two-thirds of each week-day and the whole

palities, and the unfavorable circumstances of the inhabitants in many new townships, and the difficulties incident to the administration of a law not by learned Judges, but by upwards of ten thousand plain Trustees and other municipal and school officers, the progress of the school system as a whole is greater than that of any other country, and greater in 1857 than during any preceding year.

XIX. Religious Instruction in the Public Schools.

1. Man has a higher destiny than that of States; for they are born, and live, and die upon the earth,—man survives the earth, and is created for higher employments and higher distinctions and happiness than the earth affords. It is not state legislation that makes known to man his high destiny, nor state law that qualifies him for it. It is religious truth that reveals to him his immortal nature, and provides the proper food for its nourishment and perfection. Religious instruction is, therefore, an essential part of the education of every human being. The absence of religious instruction in youth is the precursor of the absence of religion in manhood. It is, therefore, alike the Divine command and the instinctive dictate of enlightened piety, "to bring up children in the nurture and admonition of the Lord."

2. There is then no difference of opinion, there is no question, as to the necessity and importance of religious instruction for the youth of the country. But the question is, to whom is the Divine command to provide for it given—to the parent or to the State? It is clearly the duty of the State to provide for the security of life and property, and therefore to punish all crime that endangers the one or the other. It is clearly within the province of the State to provide for its own safety, and to do much for the well-being of man in his temporal and social relations; and as education is essential to the security of government, the supremacy of public law, and the enjoyment of public liberty, as well as to the individual interests of the members of the community, it becomes the duty of the State, or of the people in their civil capacity, to provide for it. This the State can do, this is within its legitimate province, this is the common interest of all as men.

3. But as there is a destiny, so there is a mission higher than that of States. The State is not the individual parent of the child, nor is the State the Christian Church; nor was it intended to supersede either the parent or the church. The functions of the parent and of the church are prior to and above those of the State. It is not to the State that the command was given, to "preach the Gospel to every creature," and "bring up children in the nurture and admonition of the Lord." Though religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the Divinely appointed religious instructor of the people. Nor can the State perform that work without determining the kind of religious instruction to be given, and appointing the religious instructors. This may be done where the State is the Church and the Church the State, as in the Roman States of Italy and in Turkey; but it is at the expense of all civil and religious liberty on the part of the people. It may

also be done where but one form of religion is established and supported by the State, and where the clergy are officers of State; but in such circumstances there is no provision for dissentients, educationally or religiously, except at the expense of their religious rights and convictions. In none of these cases is there any instance in which civil or religious freedom has been enjoyed, or the people of a country educated; on the contrary, in every instance, the mass of the people have grown up in ignorance, and in most instances a government of absolute and oppressive despotism has prevailed.

4. There remain three other alternatives. The *first*, is to do as has been done in some of the neighbouring States, to ignore religion altogether in a system of Public Instruction; an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The *second* is, to commit the public schools to the care of the religious denominations, as has been attempted in England, where £600,000 sterling is granted by Parliament for elementary education, and where there are only some 700,000 children in the schools, out of upwards of 4,000,000 children of school age. The *third* alternative is, for the State to provide for the education of the youth of all religious persuasions in *secular subjects*, and at the same time to provide facilities by which such religious instruction may be given to the children of each religious persuasion as desired and provided for by their respective parents and pastors. This is the system which was proposed and established for Ireland in 1831, but which now exists in only 1600 out of the 5000 schools aided by the National Board of Education in Ireland. This is the system which has been established in Upper Canada, and which now prevails, with the single exception of the 104 Separate Schools. In this system, as was the case in Ireland in regard to all the National Schools, the Commandments are taught, the daily exercises of the school are allowed and recommended to open and close with a recognition of Almighty God in such form of thanksgiving and prayer as the authorities of each school prefer, but no pupil is compelled to join in them contrary to the wish of his parents or guardians; the rights of conscience in regard to each child are equally protected; each parent's authority and wishes are supreme on the subject, and provision is made by which each child may receive religious instruction according to the wishes of his parents or guardians, and from his own Pastor or his authorised representative. The authorities of each school decide what version of the Scriptures shall be read at the opening and close of the daily exercises of the school, or whether any version shall be used. The Form of Prayers prepared for the convenience of Local School Authorities who wish to use them, consists of collects and petitions, which are used alike in both Roman Catholic and Protestant Churches; but it is at the discretion of the authorities of each school to use that or any other form of prayer they think best. There is no compulsion in the matter; nor has the State any right to compel in matters of religion. The State aids parents in the teaching of their children the *secular subjects* of a necessary education during six or seven hours each week-day, but the *religious part* of the education of children as well as their food and clothing, and their education during more than two-thirds of each week-day and the whole

of Sunday, must rest exclusively with parents and their clergy, who, both by the injunctions of Scripture and their respective books of faith and discipline, are required to teach their children their catechisms and "bring them up in the nurture and admonition of the Lord."[1]

5. The best legal provision has been made to secure good moral character as well as competent literary qualifications in teachers of the public schools; and if any thing more can be done in respect to the religious instruction of the pupils, without infringing upon the rights and duties of parents, it should be done. The Council of Public Instruction has adopted the avowed principles of the Irish National System as the basis of action in this important matter, and has proceeded with the utmost caution, according to the feelings and wants of the country. The first step was taken in October, 1850, after the passing of the general school Act of that year. The second step was taken in February, 1855, after consultation with enlightened friends of Education of all parties in all the Counties of Upper Canada. The third step was taken in April, 1857, and on the application of a Roman Catholic Clergyman, who afterwards expressed his satisfaction with the Minute adopted, as have all the Protestant Clergymen with whom I have conversed on the subject.

6. The following are the Official Regulations in regard to Religious Instruction in the Public Schools, and the date at which each part of them was adopted by the Council of Public Instruction:—

(1) *Minute adopted by the Council of Public Instruction, 3rd of October,* 1850.

"General Regulations in Regard to Religious and Moral Instruction.—As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The fourteenth section of the common school Act of 1850, securing individual rights, as well as recognizing Christianity, provides 'That in any Model or Common School established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law.'

"In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured.

"The common school being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship."

(2) *Minute adopted by the Council of Public Instruction, 13th of February, 1855.*

Opening and Closing Exercises of Each Day.—The following regulations in regard to the opening and closing exercises of the day, apply to all Common Schools in Upper Canada :—

"With a view to secure the Divine blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer alone, or Forms of Prayer provided, may be used, or any other prayer preferred by the Trustees and Master of each school. But the Lord's Prayer should form a part of the opening exercises, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the School."

(3) *Minute adopted by the Council of Public Instruction for Upper Canada, on the 22nd of April, 1857, and printed on the inside cover of each School Register.*

Supplementary Regulations with regard to Religious Instruction.—"That in order to correct misapprehensions, and define more clearly the rights and duties of Trustees and other parties in regard to religious instruction in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any persuasion, or their authorised representatives, shall have the right to give religious instruction to the pupils of their own Church, in each Common School house, at least once a week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one persuasion apply to give religious instruction in the same school house, the trustees shall decide on what day of the week the school house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the Trustees and Clergymen of any denomination to agree upon any other hour of the day at which such Clergyman or his authorized representative may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school."

It may be proper to add in this connection the following extract from a circular addressed to County Councils in 1850. Its counsels are no less salutary in 1858 than in 1850 :

"In the great work of providing for the education of the young, let partizanship and sectarianism be forgotten; and all acting as Christians and patriots, let us each endeavour to leave our country better than we found it, and stamp upon the whole rising and coming generations of Canada, the principles and spirit of an active, a practical, a generous and Christian intelligence."

XX. Provisions of the Law in regard to Separate Schools.

1. A few months since I prepared for the information of Members of the Legislature and of the public at large, a "Special Report on the Separate School

Provisions of the School Law of Upper Canada," in which I gave an account of the origin and nature of these provisions in both Upper and Lower Canada, since 1841—compared them as existing in both sections of united Canada—and showed their operations.

2. Shortly after the preparation of that Report, the question was discussed at length in the Legislative Assembly on a proposition to repeal the Separate School provisions of the law for Upper Canada. Three things are remarkable in that procedure: 1. The largeness of the majority by which it was resolved to retain the existing provisions of the law in regard to Separate Schools, including, with one or two exceptions, the whole of the Members of the Legislature from Lower Canada, of all parties. 2. The absence of any complaint, or even assertion, on the part of any Member of the Legislative Assembly that the Separate School provisions of the Upper Canada School law were not as liberal as those of the School Law of Lower Canada. 3. The absence of any demand from any party or Member for further concessions or provisions in support of Separate Schools. In another debate early in the session, it was also admitted and avowed by the leading Members of the Legislative Assembly from Lower Canada, that the people of Upper Canada were the rightful and proper judges of their own system of public instruction, as are the people of Lower Canada of their educational system.

3. It is needless for me again to discuss the subject at length in this Report. The facts and reasonings of my Special Report never having been answered or called in question. I will only say a few words here to prevent misconception, and offer two or three remarks for the consideration of all parties.

4. I think it was a grave mistake, though dictated by the best motives, to introduce the principle of Separate Schools at all into the School Law for Upper and Lower Canada in 1841. The equal protection of all parties and classes in the public schools was provided for, and no party had any right to claim more. Had the principle of *combined* education been laid down and maintained as an essential element in the system of public education in all the public day schools of United Canada, much painful discussion would have been prevented, even if the operations of the School system would not have advanced more rapidly. Combined education was an essential principle of the Irish National system, when established in 1831, but it was from time to time relaxed, and formally given up in 1840, since which time the *vested** or mixed schools have perhaps rather diminished than multiplied, and the non-vested or denominational schools have been almost exclusively established. It was the year after the giving up of the principle of combined education in Ireland, as a concession to the Presbyterian Synod of Ulster, that the principle of Separate Schools was introduced into the School Law of Canada. From 1841 to 1851, it was little more than a dead letter so far as it related to Upper Canada; but almost simultaneously with the commencement of an agitation in Upper Canada to abolish the Separate School provisions

* Those vested in the National Board of Commissioners.

of the law, was the condemnation of Mixed Schools and the avowal of Separate Schools as a dogma by the authorities of the Roman Catholic Church. With such rigour has this dogma been maintained and applied in Upper Canada, that Episcopal authority has declared, " Catholic electors in this country who do not use their electoral power in behalf of Separate Schools, are guilty of mortal sin; likewise parents who do not make the sacrifices necessary to secure such schools, or send their children to mixed schools."

5. The question now is, shall the separate school provisions of the law be repealed, and the separate schools abolished, or shall the law and school system remain inviolate in this respect? I think it is only under one at least, of three conditions, that the abolition of these provisions of the law could be justified. The *first* is, the abuse or perversion of them by the parties for whom they have been erected. These parties have made no efforts during the year to destroy the public school system, but have applied themselves to the support of separate schools with more success than have the supporters of dessentient schools in Lower Canada, though the Protestants in Lower Canada are more numerous and wealthy than are the Roman Catholics of Upper Canada. The *second* condition which would justify the abolition of the separate school provisions of the law, would be their injury to the general interests of the public schools and to the progress of the education of youth. The general school system has advanced more rapidly in Upper Canada than in any other country, and more rapidly since 1850 than ever before. In some sections in the rural districts, the establishment of a separate school may enfeeble or injure the public school, as all the pupils and resources of the section are only sufficient to provide for one efficient school. But such cases are of rare occurrence. The separate schools are chiefly established in the cities and towns, in none of which have I learned that education has been impeded or the public schools injured by the establishment of separate schools; nor has a resolution or memorial been adopted by the Municipal Council or inhabitants of any one of the cities or towns where separate schools are chiefly established, complaining of their operations, and praying for the abolition of the provisions of the law permitting their establishment. Toronto, Kingston, Hamilton, London, Ottawa, Perth, Brockville, Belleville, and other towns are directly interested and most competent to judge on this subject; yet not one of them has requested the abolition of the separate school provisions of the law, or complained that the progress of education has been impeded in their municipality by the existence of separate schools. The *third* condition justifying the abolition of the separate school provisions of the law, is the request or consent of the parties for whom they have been enacted. Should the Roman Catholics, through any of their recognized organs of communication, request or intimate a consent for the abolition of the separate school provisions of the law, I should rejoice at it; but I do not think that justice or precedent would authorise, without their consent, the abolition of corporate rights and powers which they have enjoyed nearly twenty years, and in the exercise of which they erected and acquired a large number of school houses, and established upwards of 100 schools. I think the faith of

Parliament should be maintained with those parties who have been incorporated and enabled to establish denominational schools as well as with those who have been incorporated and enabled to establish and maintain denominational colleges.

6. However, then, it may be regretted that the principle of Separate School Education was admitted into the Common School law, I see no justifiable ground for depriving the Roman Catholics of the legal rights and powers which have been granted them, and which they are unwilling to relinquish, though they are the chief if not the only parties that suffer various disadvantages from placing their children in inferior schools, and isolating them from the rest of the youth of their age, with whom they have in after life to act in the social, civil, political, commercial, and other business affairs of life. Isolated from the rest of the community during the whole period of their education, they enter into the connexions and competitions of business, and compete for elective and other public distinctions, almost as strangers, and aliens, and foreigners, in the very place of their birth. In isolating their children from intellectual competitions and friendships with the other children of the land during their school-boy days, Roman Catholic parents place their children at the greatest disadvantage in commencing the race and pursuing the prizes of life. It is on this account, and almost on this account alone, that the existence of Separate Schools is to be regretted. But if the parties to whom power of establishing Separate Schools has been given will not relinquish it, I do not think that coercion is advisable, or that it can be employed without aggravating what it is desired to remedy.

7. I know not that more could have been done than was done in successive Acts, to prevent the necessity or even desire for Separate Schools. The rights of conscience of all parties were equally and effectually protected by law; a Roman Catholic Prelate was a member and the elected Chairman of the Provincial Board of Education; he was an assenting party to the General Regulations for managing the schools. No instance of proselytism occurred in the schools, or, to my knowledge, has occurred in them to this day; in not one of the cities or towns of Upper Canada were there religious exercises, or the reading of the Scriptures, or any other than the National School books in the schools; and, as I have shown in former reports, a fair proportion of Roman Catholic teachers were employed in the schools. Yet, under these circumstances, have Separate Schools been established in all these cities and towns, and the Roman Catholic youth have been isolated from their fellow youth of other classes of the community, and the Roman Catholic electors have lost the (but which they can reclaim at any time) right of franchise in the election of Trustees for the Public Schools. The result has been in regard to the Public Schools, the introduction of the Bible and prayers in most of them, and a great improvement in their character, efficiency, and school-house accommodation. If any disadvantage had arisen to the Public Schools from the establishment of Separate Schools in any of these Municipalities, I dare say complaints would have been made by them in some form to that effect. The disadvantage, in both an intellectual and pecuniary

as well as in a social and civil point of view, appears to me to be altogether on the side of those who voluntarily isolate themselves from the rest of their fellow citizens. But I think that experience and persuasion, and not coercion, are the best arguments under the circumstances to remedy the evil self inflicted by Roman Catholic parents upon themselves and upon so many of their children. It appeared in evidence before the Select Committee of the House of Lords on the System of National Education in Ireland (see Appendix to this Report, page 285) that there was no difficulty whatever in educating Protestant and Roman Catholic children together where parents and children were left to themselves; and I believe most Roman Catholic parents in Upper Canada desire to have their children educated in connexion with those with whom they will be connected and have to do in future life, and the comparatively few who have been induced to do otherwise will probably see their mistake ere long, and do what is best for their own interests, as well as for the interests of their children.

XXI. General Remarks.—Objections Answered.

1. The law which requires the Chief Superintendent "to make annually to the Governor a Report of the actual state of the Normal, Model, and Common Schools throughout Upper Canada, showing the amount of moneys expended in connexion with each, and from what sources derived," requires him also to make "such statements and suggestions for improving schools and school laws, and for promoting education generally, as he shall deem useful and expedient."

2. In the previous pages of this report, I have incidentally offered several suggestions for the amendment of the Grammar School law and the promotion of education generally. In some of the details of the Common School law, I think the language could be rendered more clear and explicit, and, in two or three instances, the provisions more simple; but, taken as a whole, every year's experience affords fresh proof of the simplicity, the economy, the acceptableness, the efficiency and success of the system.* If the system (I speak here of the law) were as perfect as the Bible itself, there would not be wanting opponents to it; there would still be those who would wish its overthrow, or who would think they could greatly improve it.

3. I am very far from supposing that the provisions of our School law are perfect. On the contrary, I think as society advances, and as the system becomes more and more developed, material improvements can be made to meet the new wants of a progressive civilization of the country, and to blend with our Municipal institutions, which are being modified and which have recently been very greatly improved. This has been the course hitherto pursued in the preparation and passing of short bills from time to time, containing such additional and modified provisions as the progress of the system and the new wants and institutions of the country seemed to demand. I have endeavoured to acquaint and keep myself acquainted with the character, modifications and actual working of the systems of public instruction in other states and countries, and to borrow and adapt whatever appeared suitable and

* On this point, see the united testimony of various local Superintendents, as given in Appendix A.

advantageous to Upper Canada. I have watched the progress of our own institutions, and have sought to penetrate and analyse the elements of Canadian society, to provide, as far as possible, a supply for its varying and felt intellectual wants, and to suggest, when required, such improvements as the state of society and the circumstances and institutions of the country would permit.

4. For these purposes, I have once in five years visited other countries both in Europe and America, that by inquiring into their educational institutions, progress, and condition, I might ascertain and adopt every useful improvement which they had made, and guard against attempting any experiments which they had tried and found to be worthless. In addition to my daily correspondence and frequent personal intercourse with persons from various parts of the Province, I have made a tour of the country once every five years, and held a Public Convention of each County, in order to learn the experience and views and wishes of practical and intelligent inhabitants as to the working and defects of the school system, and as to amendments and improvements in the existing school law and regulations. The additional provisions, in the Supplementary School Act of 1853, and modifications of the Separate School provisions of the law contained in the 4th section of that Act, were not recommended by me to the Government, until after a free and unreserved consultation on the subject at a Public Convention held in each County of Upper Canada.

5. Each successive year's observation and experience have strengthened my conviction that great good would result from the appointment of one or more General Inspectors of Schools, to hold Teacher's Institutes in the several Counties and confer with the local Superintendents of Schools, as to improved and uniform modes of inspecting the schools, furnishing, organizing, and conducting them, &c., &c.; —a mode of proceeding which I believe would be much more beneficial than depriving the Municipal Councils of the power of appointing the local Superintendents and transferring it to a central authority ; but I think that taking away from the Municipalities any of the powers which they possess in school matters, or any attempts to coerce the Municipalities by either restrictions or requirements, would not only be an infringement of rights as sacred to each Municipality as the rights of self-government are to the country at large, but would be a blow at the educational and social progress of the country. The power of local and combined effort among the people for local objects and improvements, is the essence of our Municipal system, and is one of the most powerful levers for the country's material advancement that have ever been created. This same power, voluntary and unrestricted, is the mainspring of our school system, and that which peculiarly distinguishes it from European and American systems of public instruction, and accounts largely for its greater simplicity, economy and success.

6. The rational objection is not that the people are municipally invested with too large powers for the education of the rising generation, but that those powers are still too limited to enable them to accomplish the great object desired—the education of all the youth in each Municipality. If ignorance is an evil to society, *volun-*

tary ignorance is a *crime* against society. And if society is invested with power to relieve all from the evil of ignorance by providing for the education of all, the safety and interests of society, no less than the mission of its existence, require that it should be able to suppress and *prevent* the crime of *voluntary* ignorance by punishing its authors. If *idle mendicancy* is a crime in a man thirty years of age, why is not *idle vagrancy* a crime in a boy of ten years of age? The latter is the parent of the former. Why is not crime prevented by being punished and suppressed in its commencement rather than be allowed to advance to the completion of manhood ignorance, mendicancy and even theft, before being punished?

7. In most European cities, except those of the Roman and Neapolitan States, street mendicancy, and especially idle mendicancy, whether in the young or old, is a crime punishable by law; and in many cities of Europe and in several States of Germany and cantons of Switzerland, as also in some of the cities and towns of the neighbouring States, voluntary ignorance and idle vagrancy in youth is not less a crime, as it is a still greater evil to society. Why should it not be held as a crime, as well as an evil, in the cities and towns, and incorporated villages of Upper Canada? If society voluntarily and patriotically taxes itself to provide a free school for all the youth who will voluntarily enter it, why should it be prevented from sending to a school of reform, labour, and instruction, those who will enter no school, public or private, who pursue no labour, but are habitually committing the crime of idle ignorance and vagrancy, if not practising all kinds of vice? If parents cannot, or will not, prevent such crime in their own children, ought not society to do so? Ought it not to do so, and be empowered to do so, upon the double ground of self-protection and common humanity?

8. Some have objected to our school system as a failure, because in the cities and towns where the citizens have employed their discretionary power to establish free schools, there are yet numbers of vagrant youth who enter no school. Others have even charged the public schools as a source of crime, because in the very cities (especially in the City of Toronto), where the doors of noble school-houses are freely open to all, juvenile vagrancy and crime exists. Such objections can only proceed from very superficial observation, or very narrow partizanship. With just as much reason might Christianity be objected to as a failure, because myriads accept not the blessings it freely offers them, and enter not into the Churches which it freely opens to them. And are the Churches chargeable with being the sources of crime because it exists among both young and old, within the sound of their bells, and even within sight of their portals? If the church goers were the vicious characters, and the non-church goers the virtuous, then indeed churches might be charged with being the hot-beds of crime, and church attendance a school of vice. But every one knows the reverse to be the case. So if the youth who attend the schools constituted the juvenile vagrants and thieves in our cities and towns, and those youth who never enter the schools constituted the virtuous youth of such municipalities, then would there be some semblance of truth in the charge, that our schools are nurseries of vice, and attendance at them is a danger to faith and morals.

But it is perfectly notorious that the juvenile criminals of our cities and towns are those who are strangers to the schools, while there is not, as far as I have learned, an example of a youth who is, or ever has been, for any considerable time, a regular pupil at a public school having been judicially convicted or arraigned for crime. It is from the non-attendants at schools among the youth, as it is from the non-church goers amongst the grown-up population, that our prisons and jails are filled, and our criminal statistics are supplied.

9. Another illustration of the injustice and absurdity of such imputations upon our school system and schools is furnished by the facts, that, in Toronto (which has been selected as the strongest proof of the failure and vicious character of our public schools,) there are denominational schools, and from the most reliable information, I believe that five-sixths, if not nine-tenths, of the juvenile vagrants and criminals of the City appertain to these sections of the population, by whom and for whose youth the denominational schools have been provided.

10. Then as to the proportion of youth in our cities and towns that are under school instruction, it might be shewn to be larger even in the City of Toronto itself, than in any city or town in Europe, where denominational schools alone are established or aided by the State. But this will be shown presently as to the whole country by a comparison of statistics. Let any one who was acquainted with the former wretched state and character of the Common Schools in our cities and towns, visit them now, and compare the school accommodations, the character and qualifications of the teachers, and the methods of teaching and discipline, with what formerly existed, and he cannot fail to be struck with the vast change for the better which has been effected in the course of a few years.

11. If the clergymen (who are by law *ex-officio* visitors of the schools) of each religious persuasion in each city and town, were to make it their duty (assisted, perhaps, by a committee) to visit each of the poor and negligent members of their respective sections of the community, and use their influence with such persons in behalf of sending their children to some school, what additional and important progress would be made in the education of the mass of our city and town populations. This is not the work of the school-master or the school; it is the work of the clergy and parents, and other members of each religious community, to gather to the school, from the highways and hedges, the prodigal children of their prodigal brethren. How much more worthy is such a work for a clergyman or a merchant, a magistrate or a judge, than in inditing charges against the public schools for not doing what belongs to others to do. The clergy, and legislators, and judges, and magistrates, and merchants, and tradesmen, have much to do in their individual capacity, as well as the school and the school-master, in educating all—even the poorest members of the community. The cities and towns, through their elected Boards of School Trustees, have made immense progress in a short time; the teachers and schools are nobly fulfilling their functions; it remains for others, instead of contenting themselves with the easy task of fruitless regret and criticism, to join with the friends of humanity of all

religious persuasions, to bring every neglected and vagrant child to a school of some kind. To educate the youth of all classes requires the individual, as well as official, co-operation of all classes.

12. To the most selfish objection, that the rich are taxed for the support of schools from which they receive no direct benefit, it may be replied, the whole country has been indirectly taxed for the hundreds of thousands of pounds which have been expended in providing University Education for a few hundreds, and in providing Grammar School Education for a few thousands, of (as a general rule,) the more wealthy classes of society. Is it any more than reasonable and just then that these favored classes should contribute to the elementary education of the more numerous children of their less favored fellow citizens? Besides, the education of all the youth of a country is a national object, a national as well as individual interest, a national duty; and to every national object and interest each citizen should contribute according to the property which he possesses and which is protected for him in the country. Every man should bear the burden of every state interest according to that which he hath, and not according to that which he hath not.

13. It has also been objected that the system of public schools interferes with *parental rights*. Nothing can be more unfounded and absurd than this objection. The very object of the public school system is to enable parents to educate their children in their own way, to aid them to do more for their children than they could otherwise do,—recognizing every where and at all times the sacredness and supremacy of parental authority, and even aiding the objects of its discretionary exercise in respect to the religious instruction of children, while it provides for their secular instruction. The provisions of the Law and Official Regulations in regard to religious instruction and religious exercises in the schools, (which will be found on pages 20, 21,) show with what care the rights of conscience and of parental authority are protected and secured in our School System, while the reading of the Scriptures in some version, and prayers in some form, are *recommended* at the opening and close of the daily exercises of each school; and the Clergy or their assistants of each denomination have the right to give once a week in such school special religious instruction to the pupils of their own persuasion I will hereafter show how much the Canadian system is in advance of the Irish National System in this respect; but in the mean time, I may remark, so completely is parental authority recognized in our school system, that no municipality is required to establish or continue any public school system at all unless it desires to do so; and the same remark applies to each school division and to religious exercises in it. In no country where schools are aided by the State, (not even in the neighboring States,) is there so formal and full a recognition of the exercise of parental authority and of local discretionary power as in the School System of Upper Canada. It is a system worked out in each municipality and school division by the people themselves, in their own way and at their own discretion; and if they find in any municipality that their mode of supporting or managing their schools has not been as successful as they think practicable, they can adopt any other methods or measures they think

—we having 3,731 schools reported. The largest number of children reported as present at the schools was 700,872,—the number reported on the rolls of the Common Schools in Upper Canada was 272,687—more than one-third the number in Great Britain, the population of which is twenty times that of Upper Canada. The number of children attending schools of all kinds, both public and private in Great Britain is 1,750,000, out of school population of 4,500,000 between the ages of *eight* and *fifteen* years. The number of children reported as attending schools of all kinds in Upper Canada is 283,000 out of a school population of 324,000 between the ages of *five* and *sixteen* years. In Upper Canada the number of children attending school is doubtless larger than the population between the ages of *eight* and *fifteen* years—the reported school age in Great Britain. Thus more than *four-fifth* of the children in Upper Canada between *five* and *sixteen* years of age are attending the schools aided by Parliament, while less than *one-ninth* of the children in Great Britain between the ages of *eight* and *fifteen* are attending the schools aided by Parliament. The Parliamentary Grant in Great Britain in aid of elementary schools is upwards of £500,000 sterling; that of Upper Canada for the same purposes is less than £50,000 currency.

6. It is needless to pursue the subject further. The facts of the foregoing paragraphs evince the rashness and extravagance of the assertions and proposals of some assailants of our Canadian School system, and show whether we have not more reason than ever to congratulate ourselves on its great results from the small means granted by Parliament for its support. But that the public may have further testimony and be more fully informed on this subject, I have inserted in Appendix E, page 320, an abridgement of the Debate which took place in the House of Commons the 16th of last February, on the Parliamentary denominational school grant system in Great Britain. The system there has been much longer in operation than ours, and has done much good; but it has not kept pace with even the increase of population; and if we had in the newest parts of Upper Canada such an intellectual wilderness and desolation as Lord John Russell describes as existing in some parts of so old a country as England herself, we might indeed lament and demand searching inquiries with the most anxious solicitude.

7. There is, however, one feature of the English system which I have thought very admirable, and which I have incorporated with that of Upper Canada—namely, that of supplying the schools with maps, apparatus and libraries.*

* While this Report is passing through the press, the second annual meeting of the British National Association for the Promotion of Social Science is being held in Liverpool, presided over by Lord John Russell, who has succeeded Lord Brougham, the first President of the Association. The Right Hon. W. Cowper, M.P. (who was sometime Vice-President of the Privy Committee of Council on Education), was appointed President of the Department of Education. The following extracts from his address, present a bird's eye view of the kind of education given in the English schools, and contain some remarks which are deeply suggestive:—

"Since the last meeting of this Association, when Sir J. Pakington filled the post to which I have unworthily succeeded, that zealous promoter of education has taken a step towards supplying this deficiency, [*see page* 320], and the Royal commission will, doubtless, furnish us with facts on which we can rely, and

XXIII. The System of National Education in Ireland and in Upper Canada, compared.

I. *Introductory Remarks and References.*

1. Nothing is more just or desirable than that the system of public instruction in Upper Canada should be subjected to the severest scrutiny and the most rigid comparison with the systems of public instruction in other countries, that its defects may be discovered and removed, and its provisions perfected as far as

---

facilitate the understanding of our educational position. That position is far from satisfactory. The education of our upper classes is said to be the best in Europe, and its boast is, that it has a large share in producing that character of the educated English gentleman of which we are so proud; and no doubt it is an excellent training of the mental faculties. But try it by this test: How much of what has been learned at schools and Universities is found practically useful in after life, and what proportion of men voluntarily continue, when they are free, the studies they submitted to as scholars, or pursue the cultivation of their minds? And it must be admitted that, though comparatively good, this education is absolutely defective. The education given in the middle-class and commercial schools is, generally speaking, as faulty, in comparison with all other education, as it is bad in itself. It has great pretension and show, without substance or solidity. There is no superintendence whatever; there is no test of the capacity of the master, and no test of the success of his teaching. The parents are left to judge after their own uninstructed notions of the excellence of the school, and generally pay the most attention to what is really of the least importance. They are apt to have the highest respect for those schools in which the finest copper-plate hand is acquired, with oval flourishes and pen and ink devices, and in which the boys are pushed on into algebra and trigonometry before they have mastered ordinary arithmetic. Accordingly, when a selection of about 1,200 of the best pupils were placed under the Oxford examinations, half of them failed to pass the preliminary examination in English and arithmetic. Many of these were proficient in Latin, and Greek, and mathematics, but they had no accurate knowledge of their mother tongue, and had not even mastered the art of spelling. In the lower class schools the irregularity and shortness of attendance hinder the results which would otherwise be obtained from such admirable teaching. The children of the laboring classes see very little of school after the age of 10. Their habits are so migratory that only 34 per cent are found in the same school for more than two years; and of 2,262,000 children between the ages of 3 and 15 who are not at school, 1,800,000 are absent without any necessity or justification. Some learn nothing, and more forget entirely all they have learned. The early impressions fade away, leaving little traces upon their minds for want of renewal. Coming to the remedy for the state of things, the right hon. gentleman said that the first impulse was to turn to the seat of authority. In France children remained at school until 13 and 14; yet 850,000 grew up without education. From the Baltic to the Adriatic the schooling received was six or eight years'; and yet the lower classes were not very differently circumstanced from our own. England was the only civilized country without a national system of education; but we had no conscription, passports, or Minister of Police. Parents here were assisted by the State, the Church, and individuals. On the Continent the State only had schools; here individuals and the Church. In Germany education became a necessity consequent upon the Reformation, and Luther's argument was that the State should train moral as well as fighting soldiers. * * * Sixty schools of Art are imparting a knowledge of form and colour, and are giving a new interest and a fresh power to those who are engaged in ornamental industry, and are raising the standard of national taste. (Hear, hear.) The middle-class schools have sprung into a new arena. They have done wisely to turn to the ancient universities, which are proving that, though ancient, they are not antiquated, and though refined, not too fastidious to lend a guiding hand to the business classes. (Hear, hear.) I trust they will spare more time for instruction in the English language. It is curious how slow all our schools have been in attending to that which ought to be the characteristic of all educated men—correct grammar and orthography, and a clear and simple style. Why should not such authors as Milton, Shakespeare, and Jeremy Taylor be studied with as much care as the great writers of ancient times? When I was a boy I passed through Eton without my attention being called in the slightest degree to a line in any English book; but now I am happy to see that Professorships of English are being established in many educational institutions, and I know that at King's College in London, the Professor of English Literature

possible. As some who have strongly advocated a system of public instruction in Upper Canada have suggested that the introduction of some parts, or the whole, of the Irish National system would greatly improve our own, and as this subject is likely to engage the serious attention of the public and of the Legislature, I have considered it my duty to lay before the electors, municipal councils, and legislators of Upper Canada the information necessary to enable them to form a correct judgment on a matter of such vital importance. I have therefore appended to this Report a full account of the system of National Education in Ireland, (see Appendix D, pages 214–320) the subjects of which are as follows:

2. *First*,—The letter of Lord Stanley in 1831, establishing and expounding the principles of the system of National Education in Ireland, and other documents relating thereto. These papers embody the only original *school law* of the system. (Pages 214–221.)

3. *Second*,—The Rules and Regulations of the Commissioners of National Education in Ireland, which, after having been modified from time to time, were finally ratified in their present form in 1854 (pages 221–251.) These Rules and Regulations, while they state the object and fundamental principle of the system to be the same as it was in 1831, show how far its character and principles have been changed in their practical application from the principles and instructions laid down in Lord Stanley's letter.

4. *Third*,—Extracts from the Evidence given before a Select Committee of the House of Lords in 1854, illustrative of the changes, difficulties, and working

---

has been struck by the remarkable powers of writing that have been developed among his pupils by the study of composition and style. (Hear, hear.) I have endeavoured to take a rapid survey of the more critical points of our educational positions, and to point to our progress in reclaiming our land from that tide of ignorance and demoralization which still overflows the lower levels. I see much to encourage us in the pursuit of our object. We are led by many of the greatest minds, by many of the purest hearts. Duty can point to no higher path, to no nobler task. We teach the knowledge how to live and how to die. Our object is to enlarge the mind, to mature the judgment, to promote reasoning and forethought, to enforce self-control, to discipline the will, and to raise men from crawling upon the earth to the joyous perception of the atmosphere of moral and material beauty around them. We wish to bring all to the enjoyment of the vast inheritance of thought and feeling which has been handed down in books for all mankind, and to counteract the allurements of sensual and degrading pleasures by the superior attractions of imagination and knowledge. The impediment of which we hear most is the religious difficulty, which certainly does interfere with such a State system as would involve the establishment out of local rates of comprehensive schools for all. This difficulty has not yet been solved. I believe that the knot cannot be untied, but that it must be cut—cut by the sword of secularism. But religious teaching is no difficulty in the existing system. Various denominations meet in a voluntary or an endowed school, on terms which would not be submitted to in a ratepayers' school. Religious teaching form the strength of the present plan. It supplies the mainspring, and it defines the circumference. It extends the organization and force of the church and the congregation to education, and adds a congregational to its individual and national aspect. In a national point of view improved education is absolutely necessary. There is no security for our country, for its institutions, its prosperity, its greatness or its safety, except in the good sense of the people. This quality of good sense is happily not wanting, but, like other gifts from on high, it requires to be cultivated. And, as we are the freest people under the sun—the freest in thought, word, and deed—and as we have the reputation of being a practical and a preserving people we are bound, I conceive, not to rest satisfied until we are also the best educated nation of Europe."

of the System of National Education in Ireland (pages 251–310.) The witnesses from whose evidence extracts are given are both Protestant and Roman Catholic, officers and supporters of the system, except three Clergymen of the Established Church, from whose evidence extracts are given to shew the nature and operations of the Church Education Society in Ireland. The chief witness (Mr. Cross) who has given the greater part of the information furnished, is the Senior Secretary of the Irish National Board. The extracts from this evidence show:—

5. (1) How far the principles and conditions laid down in Lord Stanley's letter, establishing the System in 1831, have been carried into effect, or have been modified, or have become a dead letter (see pages 251–264.)

6. (2) The opposition of the Clergy and Members of the Established Church to the System of National Education and the number of Church of England Schools (pages 264–269.)

7. (3) The opposition of the Presbyterians from 1831 to 1840, and the terms of their assenting to the System of National Education (pages 269–278.)

8. (4) The opposition and demands of the Roman Catholic Clergy (pages 278–281.)

9. (5) The Convent and Monastic Schools aided by the National Board (pages 281–284.)

10. (6) How far the System of United Education or Mixed Schools in Ireland has succeeded or failed (pages 284–287.)

11. (7) The attempts to prepare and introduce general religious books, as a part of instruction in Mixed Schools; disputes among the Members of the Board; withdrawal of Archbishop Whately, Baron Green, and Chief Justice Blackburne, (pages 287–310.)

12. *Fourth*,—Finally, I have inserted from the London *Times* a report of the debate which took place in the House of Commons, on the 9th of July, on the proposal of the grant of £330,000 sterling for elementary education in Ireland the current year. This debate shows the present position and working of the System of National Education, the light in which it is viewed by the greater part of the Clergy and Members of the Church of England on one side, and, on the other, by that section of the Roman Catholics, which in Upper Canada, has opposed our system of public instruction. Mr. Horsman, M. P., late Secretary for Ireland, forcibly remarked, "It was impossible to have a more general system; and although the National System of Education in Ireland had been opposed by the extremes of both parties, he trusted that the Government would strengthen the hands of the great middle and moderate party and uphold a system which had drawn upon itself the hostility only of persons of extreme views." (See Appendix D, page 310.)

II *The Irish National System investigated; three features of it adopted and introduced into the School System of Upper Canada.*

13. Having thus, from official and authentic sources, furnished the Canadian public with full information as to the nature and working of the System of National Education in Ireland, it remains for me to compare the Irish and Canadian systems, and show what parts of the Irish system have been adopted in Upper Canada, wherein they still differ, and the comparative economy and success of each system.

14. The National System of Education has proved an immense blessing to Ireland, and is probably the only system which could have been successfully introduced among the classes of the poor of that country. It was conceived and carried into operation in the largest spirit of equity, charity, and patriotism. In my own tour of inquiry, in 1844-5, preparatory to the establishment of a National School System in Upper Canada, I investigated the system of National Education in Ireland, visited its principal schools, conferred with the officers and members of the National Board in Dublin, both Protestant and Roman Catholic, and subsequently recommended and succeeded in introducing three features of the Irish National System into Upper Canada. In 1851, I again conferred at large with the Senior Secretary of the Irish National Board, on the working of the system and the various oppositions to it; and in 1856 I repeated the investigations of 1851 in Dublin, but found to my regret that opposition to the system had caused changes which appeared to me to be for the worse, and that it seemed to be less healthy and vigorous than in 1845, at which time little inroad had been made upon the original national principles of the system.

15. The three features of the Irish National System which have been adopted in Upper Canada, are as follows:

16. *First:* The series of school text-books and maps, which were prepared by experienced teachers, and received the unanimous approval of both Protestant and Roman Catholic members of the National Board, and to which no exception has ever been taken by any representative or writer of either party to this day. The only two books of the Series which have been the subjects of dispute in Ireland are not used in the Public Schools of Upper Canada.

17. *Second:* The system of a Normal and Model Schools, in the management and exercises of both of which I think we have made important improvements.

18. *Third:* The principle and method of protecting parental authority and the rights of conscience in regard to religious books, exercises and instruction in the schools; providing at the same time for religious exercises at the daily opening and close of the school, according to the discretion of the local authorities, and for the weekly religious instructon of pupils at the school, as authorized

and provided by their parents and pastors. By comparing the provisions of our law and our simple and plain regulations on this subject (page 20) with the elaborate regulations and not very clear explanations of the Irish National Board (Appendix, pp. 223–226), it will be seen that we have extracted the essence of the Government Regulations in Ireland, and those which have proved practicable and acceptable to all parties there, without the minute variations and exceptions which have been the occasion of many disputes and separations in the National Schools in Ireland, as may be seen from the extracts of evidence given in Appendix D.

19. I have thus adopted from the Irish National System what appeared to me to be its excellences, while I adopted from the English System its method of supplying schools with maps and apparatus—a method which has also recently been introduced into Ireland.

III. *Differences between the Irish and Canadian Systems of National Education.*

20. The points of difference between the systems of National Education in Ireland and Upper Canada, are still numerous and important. I will state a few of them :

1. In Ireland, the system is a *two fold absolutism;* in Upper Canada it is *constitutional and popular.* In Ireland, the Board of National Commissioners is an absolute power under the Government; it alone enacts the laws of the system, determines what schools shall be aided, how much shall be paid to every individual school or teacher, whether a teacher shall be employed, or paid, or not, appoints every School officer, &c., &c., &c. (See Appendix D, pp. 228–241.) In Upper Canada, the same Act of the Legislature which creates the Council of Public Instruction and Office of Chief Superintendent (instead of Resident Commissioner), and defines their powers and duties, creates the extensive and independent powers of Municipalities and School Sections,—powers which are unknown in the Irish National System, but which involve the liberties, the nationality, the strength, the very life of our Canadian system. In Ireland, instead of our Municipal Councils and School Trustees, there are local *Patrons*, who constitute the second absolutism of the Irish National system, as the Patron of each school is not elected by any constituency, but is the individual applicant to the Central Board for money to establish or support a school, and who has the exclusive control over it in regard to fees of pupils, the appointment of Master, (under the veto of the Central Board,) and his absolute dismissal, the religious exercises of the school, &c., &c. The only voice that any others than the Patron of the school have in regard to its management or character, is to send their children there upon the terms prescribed for them. The school is called a " national school," and the National Board requires this designation to be affixed over the door of it; it is also supported (or chiefly so) out of a National Fund, administered by a National Board, and is accessible to all children whose parents choose to send them upon the terms prescribed; but there is no nationality in the local relations and control of the school. It is controlled by a non-elected independent Patron; while the Canadian school is controlled by Trustees elected by that portion of the nation owning property in the school municipality.

Every freeholder and householder in Upper Canada has a property and control in regard to our national school houses and schools; in Ireland, the Board of National Commissioners and individual Patrons alone possess and control the national schools. Whether the adoption of this feature of the Irish School system would be an improvement upon our own, may be safely left to the decision of every friend of civil and religious liberty and national education in Upper Canada.

2. A second point of difference between the Irish and Canadian systems of national education, is their respective tendency and power to develope local exertion and intelligence, as well as to elevate the character and liberties of the people. The theory of the Canadian system is, that people most value and best understand and employ what they do and provide themselves; that as one great object of educating children is to enable them to provide for themselves, so it is one great object of the school system (besides educating youth) to train the people to rely upon themselves in educating their children and in managing their local affairs. Therefore, our school system is one of mutual co-operation between the Government and the people in each municipality. The Act of Parliament defines the objects to be accomplished, the parties to act, the assistance to be given; the Council of Public Instruction prepares rules to carry into effect the provisions of the law and for establishing the training schools for Teachers, and the Chief Superintendent sees that the conditions of the law are fulfilled, and gives information and assistance requisite for fulfilling them and for improving the schools, and oversees the operations of the training schools; but nothing can be done in any municipality without the co-operation of the people in their collective or national capacity, and in accordance with their wishes—their school affairs being under their own management. Thus the school system, as is the municipal system, is a training school of local self-government to the freeholders and householders in each municipality, while it is the potent instrument of educating their children. The Parliamentary School Grant in Upper Canada is so expended as to be an incentive to local effort, and forms but a small part of the amount provided and expended for school purposes. The apportionment to a municipality for the salaries of Teachers is paid on the condition that at least an equal sum shall be provided by such municipality for the same purpose; and the whole fund thus provided is distributed to the various schools according to the average attendance of pupils and the time they are kept open by legally certificated teachers. The same principle applies in the expenditure of grants for the purchase of school maps, apparatus, libraries and prizes. The result of this system of assisting and encouraging local effort is, that while the whole amount of Legislative grant paid to the municipalities for all common school purposes was not quite £45,000, the amount actually expended in the municipalities for those purposes was £303,039 10s. 10d.—upwards of £258,000 being provided by the people themselves in the municipalities. But what are the tendency and results of the system of national education in Ireland? There the only local party acting is the Patron or Patrons of the school, and they, in most cases (as will be shown hereafter in Appendix D, page 284), are the Clergy; the people have nothing to do with it, and know nothing about it. The object of the Patron is to get as much money as

he can from the Parliamentary grant (which is mostly paid by England) and pay as little as he can himself. The National board grants aid to erect school houses (which is not done in Upper Canada), as well as to pay teachers, purchase maps, &c., and states in its Regulations that this aid is granted upon the condition that so much shall be provided by the Patron or Patrons of the School. But by the evidence given before the Select Committee of the House of Lords, that condition is almost universally evaded, and the Regulation is little more than a dead letter. The aid for the erection of school houses, is only given to erect houses which shall be vested in Commissioners for what are called *vested* schools, and which are only 1,600 in number. This class of school houses the National Board agrees to keep in repair, and to pay one half towards their erection. This class of schools is mostly established by landlords, both Protestant and Roman Catholic, who thereby avoid any expense for keeping the school houses in repair, and pay little towards their erection, as the method very frequently if not generally practised (as appears from the evidence given before the Select Committee of the House of Lords) has been, for the Patron to send up to the National Board in Dublin an estimate of the expense of erecting the proposed schoolhouse, and the amount *subscribed* for that purpose; then on getting the approval and promised grant of the Board, he proceeded to erect an apology of a schoolhouse for less than half the amount of the estimated expense! The same course has been largely pursued in sending to the National Board estimates of the expense of the *repairs* of these vested schoolhouses—so called. To arrest this notorious practise of imposition and fraud, the National Board has appointed an architect, with assistants, to examine estimates, schoolhouses erected, or repaired, &c. But it is perfectly clear, that the tendency of such system is to extinguish all feeling of self-reliance, and all local exertion, if nothing worse, instead of developing local effort, and a spirit of self-reliance and manly character, as is done by our Canadian system. This is still more apparent in the providing and paying the salaries of school-teachers. In Upper Canada, the Legislative Grant apportionment the last year for the payment of teachers' salaries was £32,951 13s. 4d.; the amount of salaries paid to teachers was £215,057 16s., the amount provided by local effort being £182,106 2s. 8d. The Reports of the National Board contain no account of what is raised by local effort in Ireland; but from the evidence given before the Select Committee of the House of Lords, (See Appendix D to this Report, pp. 254–255) it appears that in 2,841 national schools in Ireland in 1851, the fees of pupils amounted to less than £5 each, and that for the support of 3,526 national schools nothing whatever was raised by local subscriptions, and that the original Regulation of the National Board requiring local effort to be employed for the support of the schools, had become a dead letter. In these thousands of cases, (and we know not how many more) the teacher of the Irish national school exists or vegetates upon the sum allowed by the National Board, which to a first class teacher is £46 per annum, to a second class teacher £26, to a third class teacher £17. What would be the character and condition of the teachers and schools in Upper Canada, if nothing were done for their support beyond the Parliamentary grant, and what feelings of self-reliance, or independence, or active intelligence would long exist among the people under such a system?

3. What I have stated as to the Patrons or Managers of the schools, requires further development in order to present another important point of difference between the Irish and Canadian systems of National schools. By referring to the Regulations of the National Board, (Appendix D, p. 222) it will be seen that each national school in Ireland is managed by a "Patron" or "Local Manager,"—that if the school is vested in Trustees, they nominate the "Local Manager"—that if the school is vested in the Commissioners, the name of the Patron or Patrons is invested in the lease—that the "Commissioners recognise as the local Patron the person who applies in the first instance to place the school in connexion with the Board, unless it is otherwise specified in the application." This is the local trusteeship and control of national schools in Ireland. In Upper Canada a very different proceeding is adopted from that of an individual applying to a Central Board or Council, in order to establish a national school, and to control it after it is established. A school section in a municipality must be formed by a Municipal Council elected by the people themselves; then the freeholders and householders of the school municipality thus formed meet and elect three of themselves as Trustees, who are subject to periodical election, and who are legally accountable to their constituents pecuniarily and otherwise for the faithful discharge of their duties. In the local management of the national schools in Ireland, the people are entirely ignored, and the Laity, both Protestant and Roman Catholic, to a great extent: for it will be seen by the evidence given before the Select Committee of the House of Lords, (Appendix D, p. 284) that of the Church of England schools in connection with the National Board, clergymen are Patrons of 154, and laymen of 452; of Presbyterian schools, clergymen are Patrons of 494, and laymen of 193; of Roman Catholic schools, connected with the Board, priests are the Patrons of 2,800, and laymen of only 277. In Upper Canada there is no such thing as an individual Patron, lay or ecclesiastical, with absolute power over schools chiefly supported by Parliamentary grant. Even our separate schools are under the control, not of an irresponsible Patron, but of the laity, as they are for the laity—the Trustees being elected by the freeholders and householders of the persuasion of the separate school. In our separate as well as in public schools, therefore, the lay and elective principle is predominant—which is one serious ground of clerical opposition to them. In the management as well as objects of the national, and even separate schools in Upper Canada, the people are every thing; in the management of the national schools in Ireland, the people are nothing. In Upper Canada every freeholder and householder of the land feels that he has a property of control as well as of interest in the national school; in Ireland the ecclesiastical or lay Patron is the sole director if not proprietor of the school. The Canadian system involves the noblest attributes of individual and public liberty; the Irish system is one of central and local individual despotism.

4. A fourth point of difference between the systems of national schools in Ireland and in Upper Canada, is the greater fairness and equality of the protection and provision in regard to the religious rights and religious instruction of children in the Canadian schools. In Ireland, in the 1,600 *vested* schools, while the Patron determines the kind of religious exercises with which the school shall daily

open and close, or whether there shall be any religious exercise, he is required to admit at a certain hour each week the clergyman, or his representative, of each of the religious persuasions of the pupils to give them religious instruction. But, as it is at one and the same hour that clergy of every religious persuasion are to be admitted to the school (See Regulations in Appendix D, pp. 223–225), and as the schoolhouses (except for the 28 Government Model Schools,) are in many cases buildings with a single room, it is out of the question for clergymen or their representatives of different religious persuasions to give instruction to the children of their respective churches at one and the same time in the same room. Thus this provision, though theoretically just and liberal, is practically inoperative, as may be seen by the evidence in Appendix D, except in the larger Schools of the National Board. And in regard to the non-vested schools, (which are in all respects upon the same footing as the vested schools, except receiving grants to build and repair the school-houses) the Patron not only determines what religious exercises shall be observed in the school, but what religious instruction shall be given, at any and at all hours, and who shall give, but does not permit any other religious instruction or religious instructor in the school than that he approves: so that the pupils of a different religious persuasion from the Patron have no other protection than the right of absenting themselves from any religious exercises or religious instruction in the school to which their parents object, and go elsewhere for religious instruction. This is the case in regard to nearly three-fourths of the so-called National Schools in Ireland. (See Appendix D, pp. 257–261.) But in Upper Canada, while the elected authorities of each school determine whether its daily duties shall commence and close with any religious exercises, and what those exercises shall be, and while the child of each religious persuasion is equally protected from being compelled to attend any religious exercise or religious instruction to which his parent or guardian objects, the pupils of each religious persuasion have the right to be instructed one hour in the week by the clergyman or his representative of their own church, and that not all at one hour, but each at the same hour on a different day of the week, so that there will be but one religious instructor occupying the school room at the same time, and at an hour which will not interfere with the ordinary exercises of the school, but convenient for a clergyman or his representative to attend. Whether children are dependent upon this method and hour for receiving special religious instruction, or whether it is or will be used by clergymen of different religious persuasions for the purpose of specially instructing the school children of their respective churches, all will admit the equal fairness and practical character of the provision, which applies equally to the whole of our 3,731 common schools in Upper Canada, except the 100 R. C. separate schools.

5. Another most important difference between the Irish and Canadian school systems, is the predominance in Ireland of the denominational over the non-denominational schools, while in Upper Canada all our 3,731 schools are non-denominational except 100. From the statistical table furnished by the Senior Secretary of the National Board to the Select Committee of the House of Lords (See Appendix D., p. 284), it will be seen that the only non-denominational national schools in

Ireland as to management, are 28 Model Schools under the patronage of the National Commissioners, and 48 Schools under the joint patronage of Protestants and Roman Catholics, while the other 4,526 schools mentioned in the table are all under denominational patronage and control. Even the *vested* schools in Ireland, (with the exception of the 76 just mentioned) are as denominational in their patronage and management, as the non-vested schools. The only difference in their practical character is, that the Patron of the vested school (in consideration of his having built and repaired his school-house by aid of a Parliamentary grant,) is required to open his school-house one part of a day each week to clergymen or their representatives of all the religious persuasions of which there are pupils in the school, in case of such clergymen or their representatives applying for admission, while the Patron of the non-vested school is not obliged to admit to his School any other than the religious teacher whom he approves (See Appendix D, pp. 255-261). It will be seen from the evidence of Mr. Secretary Cross and Mr. Resident Commissioner Macdonnell, (Appendix D, pp. 284-287) that *united* education (of Protestants and Roman Catholics in the same schools,) scarcely exists in Ireland—that in this respect the National system has failed—that of the 4,602 national schools (so-called,) in 1854, clergymen of the Church of England were Patrons of 154, and laymen (chiefly landlords,) were Patrons of 452; that Presbyterian clergymen were Patrons of 494, and Presbyterian laymen of 193; that "Dissenters" were Patrons of 33; that Roman Catholic priests were patrons of 2,800, and Roman Catholic laymen, (chiefly landlords,) were Patrons of 277. But, besides all these denominational schools, (though required to be called National), it will be seen, by referring to the evidence in Appendix D., pp. 281-284, that grants are made by the National Board to upwards of 100 convent and monastic schools. To introduce then the Irish National School system into Upper Canada, with a view of abolishing separate school education, would be like introducing the government of Russia or Austria to establish liberty.

6. There is also a great difference in the comparative economy and success of the Irish and Canadian systems of National Education. The expense of the Education Office in Dublin is £15,636 sterling;* the expense of the Education Office in Toronto is £3,513 currency.† The Parliamentary grant for all Common School purposes in Upper Canada the current year is £46,508, currency; the Parliamentary grant for all Common School purposes in Ireland is £330,000 sterling, more than *eight times* the amount of that for Upper Canada. The National system of education in Ireland has been in operation twice as long as that in Upper Canada; yet the number of national schools in Ireland are but 5,245, while in Upper Canada there are 3,731 national schools; and the number of pupils in Upper Canada are 272,000, while those in Ireland are 620,000. Thus, with one-eighth of the Parliamentary aid given to the national school system in Ireland, and one-sixth of the population, nearly half as many pupils are taught, more than half as many schools are established, not to say any thing of the character of Canadian schoolhouses as

* Report for 1856-7. † Public Accounts for 1857.

compared with those in Ireland. In Upper Canada more than four-fifths of the school population are already in the national schools; in Ireland, not one-third of the school population is yet in the national schools.

7. There is also a great difference in the comparative opposition which is made to the Irish and Canadian systems of National education. In Upper Canada, not a single religious persuasion but has expressed its tacit or avowed approval of our school system, except a portion of the clergy and a few of the laity of the Church of England,* and the clergy and some of the laity of the Church of Rome. That there are also individuals here and there up and down the Province opposed to it, from personal and other considerations, is perfectly natural; but there has not been a single public meeting held, or even attempted to be held in all Upper Canada to condemn the school system; nor has one of the 400 elected Municipal Councils done so. On the contrary, several of them have expressed themselves strongly in its favor, and it is notorious that the strength of the system consists in the deep and general feeling of the country in its behalf as a bulwark of liberty and as a simple and most powerful agency of general education and knowledge. But in Ireland, the system of national education would not exist a year, did it depend upon the support or voice of the Irish people themselves. Was a rate imposed in any county in Ireland for the support of national schools, such as is self-imposed in every municipality in Upper Canada, there would be fearful commotion, if not open rebellion against it. The system of national education in Ireland is maintained there by the power as well as the money of the government of England. The granting and expenditure of £300,000 sterling a year for schools in such a country as Ireland without imposing a farthing of school tax upon it, and without receiving many subscriptions except those extracted from some landlords, and those given by Presbyterians in the North, and a few inhabitants of several towns, cannot but be acceptable to many, and be a great relief and do immense good in the country; but notwithstanding all this, the opposition to the system of national education in Ire-

* Since this Report was laid before the Legislature in July, two Synods of the Church of England have been held—one in the Diocese of Toronto, the other in the Diocese of Huron. In both of these Synods the *school question* was introduced; and from both, after discussion, it was withdrawn. But at an *adjourned* meeting of the Synod of Toronto, held at Kingston, the question was brought up again, when a resolution was passed recommending a memorial to the Legislature, praying that the School Law might be so amended as to *authorize* the reading of the Bible and teaching of the Ten Commandments and the Apostles' Creed in the Common Schools, and for permission to establish Church of England Separate Schools in each *City* and *Town* in Upper Canada—not in villages or townships. The General Regulations now *authorize* the reading the Bible and teaching of the Ten Commandments; and the Apostles' Creed is taught in some of the schools. (See page 20.) This Creed is taught in the same words in the catechisms of the Roman Catholic, Episcopal, Presbyterian and Methodist Churches. Therefore, there can be no *need* on their account that it should be taught in the public school, especially to children of the Church of England, where it forms a part of each daily service; and other religious persuasions might not wish it taught in that form to their children. It is also already in the power of the elected Board of Trustees, in each City or Town, to establish or recognize as many separate schools of any denomination as they please. Whether this power should be invested in each religious persuasion as far as the cities and towns are concerned, is another question. But the resolution requesting this limited change in the law, was not entertained by the Synod of the Diocese of Huron, when afterwards brought before it.

land is beyond anything that has been conceived in this country. By referring to the evidence given before the Select Committee of the House of Lords, (See Appendix D., pp. 269-278) it will be seen that the Presbyterians have only acquiesced in the system on the concession to them of their eight demands for a denominational school system as it regards themselves. It will also be seen by the same evidence, (Appendix, pp. 264–269) that so general and so earnest is the opposition in the Church of England, that only about 150 out of upwards of 2,000 clergy support it,—that upwards of £40,000 sterling per annum is collected by subscriptions, some 1,700 schools established and supported, and nearly one hundred thousand children taught—including, singular to say, a larger number of Roman Catholic pupils than attend all the National Schools under Protestant Patrons and with Protestant pupils. The same evidence (Appendix pp. 278–281) shows the opposition of the Roman Catholic Hierarchy to the national system as such*—that the Pope has forbidden the establishment of any other than non-vested schools (see Appendix D, p. 279); that the Synod of Thurles has condemned the *mixed* schools (*ibid*, p. 280); that the Prelates of the Roman Catholic Church, not satisfied with even the advantages afforded the youth of their church by the present national system, but intent upon being recognized themselves as the only Patrons of their schools and the only parties to be conferred with and paid for the establishment of schools for the youth of their church, demand further concessions.†

* This will be seen by the following extract from a Pastoral of the Roman Catholic Archbishop of Dublin, issued in December, 1856. After some historical references, the Archbishop proceeds:

"A characteristic mark of these common national schools is, that they recognize no ecclesiastical control. The masters and mistresses are appointed and removed; the books for the classes are selected; the plan of instruction is laid down, solely by the authority of Government Commissioners. If, therefore, the number of these schools be increased—if they be established in every town of Ireland—it is clear that the education of our Catholic youth may at any time be removed, to a great extent, from the control of the Catholic clergy, and placed under the care of a Government, acting through Commissioners, whom it can appoint and remove at its good pleasure, and who, even were they fairly selected at present, may, in progress of time, be chosen from among the most active enemies of our religion. * * * * We have written more at length on mixed education than we intended, firstly, because the establishment of model schools and their extension through the country, deserve our serious attention in connexion with that question, and, secondly, because reports are now generally in circulation to the effect that the Commission examining into the state of endowed schools in this country will recommend the application of the enormous funds which have come under their notice to the erection of mixed academies or higher classical schools in every county, with the view of uniting Protestant, Presbyterian and Catholic boys under the same roof, and smoothing away any religious differences that may exist between them. If this project be realized we shall have mixed education in every shape among us—in the Queen's Colleges, in the model schools and in the county academies; so that we shall be compelled to study and examine the tendencies of this system more particularly that at any previous period. * * * * From mixed education we can expect nothing but evil—we should not acquiesce in it or encourage it. It is highly dangerous to give over the instruction of Catholic children to a Protestant government; we are bound to oppose encroachment on this head." * * *

"(Signed) † PAUL CULLEN, Archbishop, &c.

"Dublin, 1st December, 1856."

† NOTE.—While these pages are passing through the press, a Pastoral Address of the Roman Catholic Synod of Tuam has been reprinted in some of the Canadian newspapers. The following is the concluding paragraph of the Address, with the capitals, as published by the Roman Catholic press:

WE NOW FURTHER SOLEMNLY DECLARE THAT NO SYSTEM SHORT OF AN UNQUALIFIED SEPARATE EDUCATION FOR OUR FLOCKS SHALL EVER SATISFY US; AND IN ORDER TO SUCCEED IN OBTAINING IT WITHOUT DELAY, WE REQUEST AGAIN OF OUR BELOVED PEOPLE TO USE ALL CONSTITUTIONAL MEANS IN PRESSING THEIR RIGHTFUL CLAIMS

These facts are so many warnings to us, while they are so many proofs of how much broader and firmer a basis our school system rests upon than that of Ireland, and how much feebler and more isolated is the opposition uttered against our system than that which is arrayed against the present national system in Ireland. The Parliamentary grant of £300,000 sterling, per annum, is a sort of subsidy from England to Ireland, and, as administered by the Board of National Commissioners, serves as a branch of the national police in Ireland, contributes to teach and occupy a large portion of the rising generation, while it helps to support and restrain many of the grown up population. But our school system exists not by subsidy

---

IN EVERY FORM OF PETITION AND REMONSTRANCE, ON THE GOVERNMENT AND LEGISLATURE; nor shall we be wanting in lending every aid in our power to them and their clergy in the furtherance of this complete liberty of education, so essential to the full discharge of our episcopal duties, and to the complete freedom of the Catholic Church. † John, Archbishop of Tuam. † George J. P. Browne, Bishop of Elphin. † Thomas Feeny, Bishop of Killala. † John Derry, Bishop of Clonfert. † Patrick Durcan, Bishop of Achonry † Patrick Fallon, Bishop of Kilmacduagh. † John MacEvilly, Bishop of Galway. † Lawrence Gillooly. Coadjutor Bishop of Elphin. † Thos. MacHale, D. D., Secretary.

"St. Jarlath's, Tuam, Aug. 16, 1858."

The following are some of the editorial remarks of the Montreal *True Witness and Catholic Chronicle* of the 17th September, accompanying the insertion of the Address above quoted:

"'ADDRESS OF THE PROVINCIAL SYNOD OF TUAM ON THE IRISH NATIONAL SYSTEM OF EDUCATION.'—Nothing could have been more opportune for the friends of 'Freedom of Education,' than the appearance at the present juncture of the important and conclusive document whose title we have prefixed to this article, and some extracts from which we subjoin. Important and conclusive we call it; important because it relates to a subject—an assimilation of our Upper Canadian School system to the Irish National system—which has of late been somewhat warmly discussed amongst us; and conclusive, because therein that system is finally and emphatically condemned, as utterly unsuited to the necessities of a Catholic population. What need have we of further enquiries as to the Irish National School system? It has been weighed in the balance and found wanting; by Archbishops and Bishops, it has been irrevocably condemned, in so far as it contemplates a '*common*' or '*mixed*' system of schools for Catholics and Protestants; and having been thus fairly tried, and unequivocally condemned, we do trust that we shall hear no more of its importation to Canada. * * * * Particularly would we direct our reader's attention to the concluding words of their Lordship's Address; wherein they distinctly lay down the rule that *no mixed system of education*—no matter how modified, or by what precautions surrounded—will ever give satisfaction to Catholics. * * * As an indispensable feature of any system to which we will give in our adhesion, we insist upon the total separation *in school*, of our children from those of our Non-Catholic fellow-citizens; and we will recognise no one as our friend, to no one will we give our support, who does not, at all hazards, maintain the '*separate*,' as distinguished from the '*common*' or '*mixed*' system of education. On this point there must be no ambiguity of language, no talk even of concession or compromise. No matter what terms may be offered, or what prospects of modifications in the existing school laws may be held out to tempt us to give our support to the candidate for Parliamentary or Ministerial honors—unless those terms and modifications provide for the *complete separation* of Catholic and Non-Catholic schools, we reject them with disdain; and look upon him who propounds them either as an open foe or as a traitor. Therefore it is right that we should insist first, and above all things, on a clear and explicit declaration of his opinions upon this all important point, from every candidate who comes before us to request our votes.

"It will be seen then, that no adaptation of the Irish National School system to Upper Canada, could possibly give satisfaction to the Catholic minority. If in Ireland, where the Catholics are in the majority, that system works so badly as to have elicited from the Irish Hierarchy a formal condemnation *a fortiori*, how much more must it prove inadequate to the wants of the Catholics of Upper Canada, where the Protestants are in such overwhelming force? This simple fact is conclusive; and we commend it, together with the subjoined extract from the Address above referred to, to the attentive consideration of those who are simple enough to deem that in an assimilation of our Upper Canadian school system to that of Ireland is to be found the solution of the great problem of the day."

from any other country; it is the creation of our country itself, managed by as well as for the people themselves, and exhibits the life of nationality and freedom in the collective and discretionary action of each of its hundreds of civil and thousands of school municipalities.

XXIV. Concluding Remarks.

1. There are many other points of difference between the systems of national education in Ireland and in Upper Canada, an examination of which would be equally favorable to the Canadian system with some of those already noticed; but I will pursue the investigation no further than to remark, that a perusal of the Regulations of the Irish National Board (pp. 221–251) in connexion with the requirements of the Canadian School Acts, must satisfy any person that the notices, applications, and returns required in regard either to public or separate schools in Upper Canada, are few and simple in comparison with those required from Managers of the national schools in Ireland; that even the supporters of separate schools in Upper Canada have much greater protection, power and facilities to establish and sustain their schools than are afforded by the Irish National system; that the introduction of that system into Upper Canada would benefit no party, except in as far as it might be done by the introduction of numerous discordant elements into Canadian society, the shutting up of the greater part of our schools, and the abolition of the municipa. and elective school rights of the people of the country.

2. In past years I have occasionally referred to what was being done in Great Britain and Ireland for the promotion of popular education, but only to those proceedings and measures which would command respect, and could be commended to Canadian imitation. I have not, in any of my reports, made a comparison or allusion to the disparagement of the systems which the Imperial Government and Parliament have considered best adapted, under existing circumstances, for the promotion of popular education in Great Britain and Ireland. But when it is proposed to introduce either of those systems into Upper Canada, at the expense of our own, it becomes my duty to the people and institutions of my native country to show by the documents in Appendix D, and the remarks of the preceding pages, how much Upper Canada is in advance of both Great Britain and Ireland in regard to a system of national education, and how much more they have to borrow from us than we to borrow from them in solving the great problem of educating a whole people, and of educating them, not as paupers or dependents upon others, but as self-relying citizens and freemen.

3. The present system of national education in Upper Canada is the quiet, unostentatious, progressive work of twelve years; and it has been so unexceptionably conceived and conducted, that it has received the unanimous support of successive Governments and Parliaments, and been voluntarily and nobly participated in by the people in every municipality of the country. The leading men

of different political parties have felt it to be too sacred and general an interest to be made the tool of party ambition, or the altar-victim of party combination. I trust that the same noble spirit of true patriotism will continue to prevail among the public men as well as people at large of all parties throughout Upper Canada. The preceding pages show how truly our system of national education has been based upon the fundamental rights of a free people, how it has become interwoven with their thinkings, doings, dearest interests and municipal institutions from one end of Upper Canada to the other, and how it has developed itself with increasing power and success every successive year, until it already includes far more schools and pupils in proportion to the school population of the country than any other part of the British Empire. Should the people of *Upper Canada* and their Representatives think proper, after all, to destroy or abandon this national work of their own hands, they have doubtless the right to do so; but no other hand has the right, or should be suffered, to touch the ark which contains the magna charta of the best liberties of Upper Canada and the instruments of developing those liberties into the highest civilization.

I have the honor to be,

YOUR EXCELLENCY'S

Most obedient, humble Servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,
Toronto, July, 1858.

PART II.—STATISTICAL REPORT,

For the year 1857.

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	RECEIPTS.						
	FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for Common Schools, 1857.
	For Teachers' Salaries.	For Maps and Apparatus.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' rate-bill on Children.	Balances and other sources.	
Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glengarry	639 18 6	19 13 5	580 12 0	1603 12 8	300 4 8	284 8 3	3428 9 6
Stormont	407 14 0	3 10 0	424 5 0	887 2 9	292 11 1	35 9 2	2050 12 0
Dundas	435 18 2	... ...	455 2 0	1787 10 9	273 6 7	30 15 9	2982 13 3
Prescott	378 15 9	19 0 11	500 3 7	947 1 2	34 16 8	45 19 9	1925 17 10
Russell	117 14 5	10 4 1	150 0 0	296 9 1	7 10 0	30 0 7	611 18 2
Carleton	755 11 11	12 11 6	729 6 10	2682 18 11	406 2 5	543 18 9	5130 10 4
Grenville	557 18 7	2 10 7	583 0 0	1661 19 4	326 11 10	245 10 9	3377 11 1
Leeds	864 4 0	14 10 3	846 10 0	3176 15 5	848 11 4	538 12 4	6289 3 4
Lanark	716 6 0	46 15 11	715 13 2	2480 13 8	646 10 0	652 18 3	5258 17 0
Renfrew	303 2 0	28 7 6	298 8 5	1807 17 11	244 15 2	276 9 3	2961 0 3
Frontenac	562 17 4	2 10 0	717 4 0	1989 7 9	282 15 1	180 19 1	3735 13 3
Addington	436 17 2	4 1 10	490 0 0	1429 9 5	378 4 3	107 19 11	2846 12 7
Lennox	194 2 0	... ...	280 0 0	1001 19 8	180 12 0	76 0 8	1732 14 4
Prince Edward	493 16 0	18 13 4	590 0 0	2048 1 0	877 3 2	300 16 4	4328 9 10
Hastings	851 9 8	44 5 7	835 13 0	3864 3 1	1609 18 7	132 9 3	7337 19 2
Northumberland	817 4 0	46 4 8	817 4 0	5530 12 0	849 8 0	773 7 8	8834 0 4
Durham	788 4 0	28 14 1	788 2 11	5405 15 8	1627 19 1	175 19 7	8814 15 4
Peterboro'	443 4 0	13 18 7	523 2 0	2367 7 10	826 3 7	1 17 6	4175 13 6
Victoria	413 7 6	70 12 7	419 14 0	2766 13 6	405 13 6	96 6 6	4172 7 7
Ontario	839 16 0	51 17 9	839 16 0	3887 13 8	2522 0 8	635 5 4	8776 9 5
York	1549 5 1	62 15 10	1479 3 0	8703 17 10	3915 19 8	396 6 11	16107 8 4
Peel	677 15 0	14 18 10	677 15 0	4474 18 7	1193 17 7	327 5 9	7365 10 9
Simcoe	868 15 4	49 0 10	828 14 10	6223 5 5	535 12 9	540 17 7	9046 6 9
Halton	546 18 0	32 10 2	434 13 5	2827 9 7	1467 12 10	294 4 7	5603 8 7
Wentworth	665 6 0	37 6 7	665 6 0	4246 13 10	1242 15 6	275 17 9	7133 5 8
Brant	492 10 0	28 19 9	486 12 0	3413 2 0	902 3 10	714 1 10	6037 9 5
Lincoln	501 17 1	87 2 2	600 0 0	3103 8 8	920 5 3	67 18 0	5280 11 2
Welland	490 16 0	42 15 9	1075 8 1	3341 16 3	701 18 11	678 4 7	6330 13 7
Haldimand	545 13 8	30 10 8	649 0 0	4316 15 10	676 4 4	379 10 2	6597 14 8
Norfolk	652 8 8	25 9 6	655 0 0	3369 13 1	715 8 7	379 16 4	5797 16 2
Oxford	912 12 0	106 0 10	1000 0 5	7294 11 9	1304 3 6	833 10 2	11450 18 8
Waterloo	821 14 9	64 3 7	803 6 0	6059 7 5	553 11 1	785 16 5	9087 19 3
Wellington	819 12 2	75 12 4	998 5 2	6000 0 6	744 16 5	160 2 5	8798 9 0
Grey	431 18 0	36 0 2	651 5 0	3905 10 1	64 19 9	185 7 6	5275 0 6
Perth	643 2 5	29 8 9	631 8 0	2641 2 5	1242 6 6	399 0 6	5586 8 7
Huron	772 10 0	35 7 10	766 6 0	5360 14 10	360 12 0	427 2 9	7722 13 5
Bruce	291 8 3	18 16 3	339 1 8	2583 11 10	41 17 9	324 4 0	3598 19 9
Middlesex	1066 9 8	43 11 4	1127 16 0	6236 13 3	1193 17 0	1218 2 4	10886 9 7
Elgin	704 6 0	87 10 3	705 0 0	6930 6 0	1208 17 7	314 7 6	10040 7 4
Kent	541 3 7	268 4 8	524 0 8	1575 1 2	513 13 2	... ...	3422 3 3
Lambton	443 8 0	24 6 0	572 5 0	2867 7 8	245 0 6	... ...	4152 7 2
Essex	489 8 0	41 3 9	629 12 10	2014 4 0	424 8 9	357 16 4	3956 13 8
Total	25948 18 8	1679 18 5	27883 16 0	145112 11 3	33201 0 11	14224 18 1	248051 3 4
Cities.							
Toronto	1640 8 0	... ...	6000 0 0	... ...	260 0 3	2467 19 5	10368 7 8
Hamilton	608 15 3	9 7 6	4450 0 0	... ...	504 11 1	2658 11 5	8231 5 3
Kingston	552 16 8	... ...	1057 0 0	187 2 5	51 17 6	172 17 11	2021 14 6
London	360 0 0	... ...	2500 0 0	... ...	... ...	1024 17 4	3884 17 4
Ottawa	675 19 6	40 17 2	1300 0 0	... ...	180 0 0	999 4 10	3196 1 6
Total	3837 19 5	50 4 8	15307 0 0	187 2 5	996 8 10	7323 10 11	27702 6 3

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus.	Paid for Sites and Building School-houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1857.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2653 6 5	39 6 10	524 6 8	70 4 1	52 2 2	3339 6 2	89 2 4
1953 9 7	7 0 0	... ...	74 12 10	12 5 11	2047 8 4	3 3 8
2634 11 11	1 15 9	246 5 9	54 4 5	37 5 0	2974 2 10	8 10 5
1593 10 3	38 1 10	51 16 9	124 11 3	19 9 6	1827 9 7	98 8 3
575 3 3	20 8 2	7 10 0	5 14 0	3 2 5	611 17 10	0 0 4
4337 17 6	25 3 0	193 0 6	67 19 0	48 5 10	4672 5 10	458 4 6
2859 8 9	5 1 2	319 6 0	52 9 9	111 5 5	3377 11 1	... ...
4726 14 11	29 0 6	1141 7 11	180 17 7	190 6 4	6268 7 3	20 16 1
4251 11 0	93 11 10	634 19 6	123 2 11	155 11 9	5258 17 0	... ...
2205 9 4	56 15 0	492 13 10	84 15 0	121 7 1	2961 0 3	... ...
3209 14 9	5 0 0	103 5 5	152 14 6	150 6 7	3621 1 3	114 12 0
2269 17 9	8 3 8	371 3 2	72 2 8	102 16 9	2824 4 0	22 8 7
1365 15 3	... ...	97 1 3	98 9 9	103 6 4	1664 12 7	68 1 9
3190 12 2	37. 6 8	749 11 9	176 12 3	173 2 2	4326 5 0	2 4 10
6326 17 0	88 11 2	535 15 11	183 18 10	202 16 3	7337 19 2	... ...
6577 3 0	92 9 4	1428 7 0	196 0 0	54. 1 0	8354 0 4	... ...
6548 9 5	57 8 0	1352 7 4	378 15 4	383 14 10	8720 14 11	94 0 5
2830 7 11	27 17 2	1128 17 5	104 18 3	83 12 9	4175 13 6	... ...
3064 16 0	141 5 2	580 17 1	144 6 7	241 2 9	4172 7 7	... ...
6477 12 2	102 15 6	1493 2 11	368 17 7	322 10 11	8764 19 1	11 10 4
11210 7 8	356 5 10	2152 14 10	546 15 1	1840 14 11	6106 18 4	0 10 0
6289 7 6	29 17 8	491 8 4	108 15 4	248 18 5	7168 7 3	198 3 6
6673 10 11	98 1 8	1373 10 8	231 4 10	679 18 8	9046 6 9	... ...
4473 18 8	65 0 2	486 4 9	189 4 7	317 12 7	5533 0 9	70 7 10
5776 2 2	74 13 2	250 7 1	262 5 3	284 13 9	6648 1 5	485 4 3
5086 3 6	57 19 6	315 1 5	170 15 6	367 13 10	5997 13 9	39 15 8
3938 19 2	174 4 4	740 7 3	148 13 5	225 12 5	5227 16 7	52 14 7
4536 13 3	85 11 6	1092 19 8	135 15 9	350 17 8	6201 17 10	128 15 9
5188 19 11	61 1 6	779 12 9	172 3 11	357 3 11	6559 2 0	33 12 8
4401 15 11	50 19 0	253 11 8	64 12 3	208 9 10	4979 8 8	818 7 6
7221 5 1	212 1 8	2634 6 8	200 16 2	516 8 6	10784 18 1	666 0 7
6035 9 2	128 7 2	2053 19 2	156 6 6	629 2 5	9003 4 5	84 14 10
6398 10 0	151 4 4	1439 9 4	158 2 9	577 16 9	8725 3 2	73 5 10
3636 18 0	72 0 4	1008 5 9	123 5 0	378 17 7	5219 6 8	55 13 10
4197 16 11	58 16 8	978 16 5	116 15 5	222 9 10	5574 15 3	11 13 4
6004 13 7	70 15 8	615 17 8	167 17 11	233 8 5	7092 13 3	630 0 2
2383 6 6	37 12 6	644 12 6	127 3 4	244 13 3	3457 8 1	161 11 8
8544 19 6	88 14 7	1248 7 11	371 4 2	539 9 11	10792 16 1	93 13 6
6638 17 8	175 0 6	1834 8 2	128 7 6	777 18 4	9554 12 2	485 15 2
1152 15 7	536 9 4	1073 17 1	139 13 1	366 13 0	3269 8 1	152 15 2
1621 9 0	80 5 7	980 9 2	176 9 11	283 17 7	3142 11 3	1009 15 11
3447 8 1	82 7 6	108 5 0	135 13 6	91 8 0	3865 2 1	91 11 7
184541 16 1	3624 10 10	34009 9 5	6737 7 10	12797 11 4	241710 15 6	6340 7 10
4420 12 8	... ...	894 15 8	69 1 3	3204 17 3	8589 6 10	1779 0 10
3116 5 0	18 15 0	... ...	1182 1 8	902 10 8	5219 12 4	3011 12 11
1207 5 6	... ...	101 15 0	199 9 0	125 6 6	1633 16 0	387 18 6
1814 13 3	... ...	... ...	... ...	611 15 2	2426 8 5	1458 8 11
1511 16 10	81 14 4	232 7 7	59 11 5	156 11 6	2042 1 8	1153 19 10
12070 13 3	100 9 4	1228 18 3	1510 3 4	5001 1 1	19911 5 3	7791 1 0

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	RECEIPTS. FROM LEGISLATIVE GRANTS. For Teachers' Salaries.	FROM LEGISLATIVE GRANTS. For Maps and Apparatus.	FROM LOCAL SOURCES. Municipal School Assessment.	FROM LOCAL SOURCES. Trustees' School Assessment.	FROM LOCAL SOURCES. Trustees' rate-bill on Children.	FROM LOCAL SOURCES. Balances and other sources.	Total Receipts for Common Schools, 1857.
Towns.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Belleville	255 13 0	... ...	200 0 0	... ...	16 0 0	969 9 9	1441 2 9
Brantford	136 10 6	35 0 0	337 9 2	... ...	350 2 0	2456 14 8	3315 16 4
Brockville	138 2 1	3 13 1	651 0 0	... ...	... ...	145 9 1	938 4 3
Chatham	97 16 2	41 14 6	578 0 0	55 0 0	180 7 6	42 7 0	995 5 2
Cobourg	96 2 0	... ...	360 0 0	... ...	184 1 1	50 4 3	690 7 4
Cornwall	47 12 0	... ...	312 0 0	88 1 10	23 7 1	... ...	471 0 11
Dundas	92 8 0	37 17 9	369 1 10	... ...	104 6 3	130 14 4	734 8 2
Galt	69 6 0	31 14 2	1117 0 0	... ...	... ...	2466 7 2	3684 7 4
Goderich	70 0 0	... ...	1800 0 0	... ...	... ...	149 2 5	2019 2 5
Guelph	125 2 3	1 5 4	700 0 0	... ...	164 14 4	144 8 1	1135 10 0
Niagara	116 9 6	... ...	202 4 4	17 13 9	145 15 10	12 14 7	494 18 0
Owen Sound	35 10 0	... ...	48 2 0	... ...	46 3 6	803 3 11	932 19 5
Paris	61 6 0	5 0 0	668 5 0	... ...	... ...	2263 12 5	2998 3 5
Perth	67 7 6	9 7 9	522 0 0	... ...	101 16 3	811 18 5	1512 9 11
Peterborough	115 4 5	... ...	362 1 1	52 0 0	172 19 6	5 3 3	707 8 3
Picton	57 11 4	1 15 0	200 0 0	... ...	88 10 4	1354 13 1	1702 9 9
Port Hope	110 0 0	4 0 0	393 18 6	... ...	240 0 0	69 14 6	817 13 0
Prescott	119 17 8	... ...	335 0 0	... ...	230 15 9	301 12 8	987 6 1
Sarnia	25 0 0	1 5 0	250 0 0	... ...	67 11 3	144 17 4	488 13 7
St. Catherines	215 15 3	12 15 0	885 0 0	... ...	87 15 0	1213 6 3	2414 11 6
Whitby	50 16 0	9 15 0	600 0 0	... ...	162 5 5	167 3 2	939 19 7
Total	2103 9 8	195 2 7	10891 1 11	222 15 7	2366 11 1	13702 16 4	29471 17 2
Town Municipalities.							
Amherstburgh	98 14 2	5 0 11	175 0 0	... ...	68 9 7	11 9 7	358 14 3
Barrie	68 15 3	... ...	100 0 0	... ...	... ...	40 0 0	208 15 3
Clifton	19 4 9	1 5 7	125 0 0	8 10 0	17 6 3	933 3 2	1104 9 9
Simcoe	52 0 0	... ...	570 0 0	... ...	... ...	66 12 0	688 12 0
Woodstock	72 0 0	... ...	375 0 0	... ...	137 2 7	274 19 2	859 1 9
Total	310 14 2	6 6 6	1405 0 0	8 10 0	222 18 5	1326 3 11	3279 13 0
Incorporated Villages.							
Berlin	36 16 0	32 0 0	495 14 0	... ...	... ...	37 2 3	601 12 3
Bowmanville	55 0 0	10 0 0	200 0 0	... ...	92 10 0	1380 1 4	1737 11 4
Brampton	28 16 0	5 0 0	300 0 0	... ...	5 11 3	110 17 0	450 4 3
Caledonia	26 4 0	17 8 9	302 2 4	... ...	82 4 0	13 3 6	441 2 7
Chippewa	34 6 0	... ...	340 0 0	... ...	... ...	107 13 7	481 19 7
Ingersoll	50 0 0	... ...	225 0 0	... ...	106 0 0	419 5 9	800 5 9
Kemptville	49 1 9	... ...	225 7 6	... ...	39 8 11	... ...	313 18 2
Napanee	36 12 0	6 10 6	192 6 4	... ...	10 17 0	24 8 3	270 14 1
Newcastle	31 6 0	... ...	31 6 0	45 0 0	24 5 10	52 0 0	183 17 10
Oshawa	32 0 0	... ...	78 7 0	... ...	132 15 0	73 2 4	316 4 4
Preston	34 15 4	... ...	387 18 6	... ...	24 17 6	19 12 3	467 3 7
St. Mary's	32 8 0	... ...	1528 18 6	... ...	... ...	29 19 5	1591 5 11
St. Thomas	43 2 0	14 1 8	370 10 0	370 10 7	113 8 9	660 5 7	1571 18 7
Smith's Falls	27 12 0	20 2 2	170 0 0	... ...	58 13 9	65 7 5	341 15 4
Stratford	42 18 0	... ...	545 18 0	42 18 0	... ...	59 0 0	690 14 0
Thorold	59 4 4	1 5 7	150 0 0	18 15 0	120 6 9	678 3 10	1027 15 6
Trenton	36 0 0	3 15 0	224 16 9	183 6 9	... ...	232 19 2	680 17 8
Windsor	27 2 0	... ...	404 3 8	104 3 8	.. ..	15 11 11	551 1 3
Vienna	32 8 0	... ...	93 0 0	... ...	26 15 0	15 11 11	167 14 11
Yorkville	35 0 0	... ...	201 14 6	... ...	... ...	2174 10 5	2401 4 11
Total	750 11 5	110 3 8	6467 3 1	764 14 0	837 13 9	6168 15 11	15099 1 10
Grand Total	32951 13 4	2041 15 10	61954 1 0	146285 13 3	37624 13 0	42746 5 2	323604 1 7
Total for 1856	29869 1 0	1067 0 0	54526 15 9	135354 13 11	34966 4 1	33138 7 10	288922 2 7
Increase	3082 12 4	974 15 10	7427 5 3	10930 19 4	2658 8 11	9607 17 4	34681 19 0
Decrease	... ...	... ...	... ...	... ...	... ...	... ...	... ...

EXPENDITURES.

Paid Teachers' Salaries.	Paid for Maps and Apparatus.	Paid for Sites and Repairs of School-Houses.	Paid for Rents and Repairs of School-houses.	Paid for School Books, Stationery, Fuel, and other expenses.	Total Expenditure for Common Schools, 1857.	Balances.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
900 0 0	... ...	... ...	... ...	245 14 1	1145 14 1	295 8 8
852 11 7	70 0 0	2077 5 1	96 9 5	219 10 3	3315 16 4	... ...
880 12 3	7 6 2	13 19 10	11 2 6	25 3 6	938 4 3	... ...
680 0 0	83 9 0	... ...	77 10 0	82 4 1	923 3 1	72 2 1
514 4 6	... ...	... ...	55 10 10	54 11 3	624 6 7	66 0 9
338 5 2	... ...	... ...	3 15 0	22 1 0	364 1 2	106 19 9
278 2 1	75 15 6	... ...	1 7 0	37 4 0	392 8 7	341 19 7
793 3 5	63 8 4	899 18 0	... ...	1394 2 10	3150 12 7	533 14 9
435 0 0	... ...	591 10 1	... ...	56 11 0	1083 1 1	936 1 4
621 5 0	2 10 8	... ...	94 15 10	109 2 9	827 14 3	307 15 9
373 1 10	... ...	... ...	40 0 0	24 16 8	437 18 6	56 19 6
228 6 0	... ...	681 5 0	10 11 3	12 17 2	932 19 5	... ...
570 1 3	10 0 0	1879 17 6	50 6 3	123 7 0	2633 12 0	364 11 5
659 7 6	18 15 6	654 3 11	24 15 3	146 13 8	1503 15 10	8 14 1
562 12 4	... ...	7 12 5	2 10 0	57 2 5	629 17 2	77 11 1
339 11 10	3 10 0	1308 6 3	25 9 9	25 11 11	1702 9 9	... ...
513 15 0	8 0 0	24 3 7	81 3 8	146 4 8	773 6 11	44 6 1
634 16 1	... ...	... ...	135 11 2	46 14 8	816 1 11	171 4 2
240 0 0	2 10 0	... ...	28 10 0	16 8 6	287 8 6	201 5 1
893 13 4	25 10 0	1332 10 0	45 3 5	44 4 10	2341 1 7	73 9 11
507 10 0	19 10 0	... ...	79 9 3	182 11 5	789 0 8	200 18 11
11815 19 2	390 5 2	9470 11 8	864 0 7	3071 17 8	25612 14 3	3859 2 11
262 1 0	10 1 10	... ...	... ...	17 9 10	290 1 8	68 12 7
160 0 0	... ...	54 9 6	10 13 1	26 14 1	251 16 8	16 18 7
149 11 8	2 11 2	857 17 3	... ...	94 9 8	1104 9 9	... ...
266 5 0	... ...	257 10 0	15 0 0	149 17 0	688 12 0	... ...
626 13 6	... ...	... ...	38 14 5	147 13 11	813 1 10	45 19 11
1465 0 2	12 13 0	1169 16 9	64 7 6	436 4 6	3148 1 11	131 11 1
413 10 11	64 0 0	19 7 6	50 7 8	54 6 2	601 12 3	... ...
342 0 0	20 0 0	1290 0 0	22 10 0	23 0 0	1697 10 0	40 1 4
187 0 0	10 0 0	37 0 2	6 9 2	79 3 0	319 12 4	130 11 11
325 0 0	35 17 6	6 5 2	0 3 6	73 16 5	441 2 7	... ...
203 15 0	... ...	6 16 7	... ...	146 14 8	357 6 3	124 13 4
420 0 0	... ...	342 7 11	14 0 0	23 17 10	800 5 9	... ...
280 9 8	... ...	... ...	2 7 11	8 8 8	291 6 3	22 11 11
189 4 10	13 1 0	... ...	6 5 1	17 14 10	226 5 9	44 8 4
117 16 2	... ...	... ...	13 9 7	52 4 4	183 10 1	0 7 9
221 14 0	... ...	... ...	3 7 0	... ...	225 1 0	91 3 4
275 13 8	... ...	124 6 0	... ...	58 18 7	458 18 3	8 5 4
195 0 0	... ...	1259 1 1	... ...	30 2 6	1484 3 7	107 2 4
349 6 0	28 3 4	... ...	... ...	217 5 3	594 14 7	977 4 0
119 4 9	40 4 4	16 16 1	0 15 6	27 9 3	204 9 11	137 5 5
323 6 8	... ...	... ...	80 7 4	62 6 3	466 0 3	224 13 9
299 7 6	2 11 2	643 14 3	9 3 9	... ...	954 16 8	72 18 10
252 10 0	7 10 0	401 10 0	... ...	19 7 8	680 17 8	... ...
336 18 2	... ...	73 15 6	... ...	20 18 0	431 11 8	119 9 7
112 10 0	... ...	... ...	16 7 7	14 9 11	143 7 6	24 7 5
200 0 0	... ...	1872 10 1	... ...	21 11 6	2094 1 7	317 3 4
5164 7 4	221 7 4	6093 10 4	225 14 1	951 14 10	12656 13 11	2442 7 11
215057 16 0	4349 5 8	51972 6 5	9401 13 4	22258 9 5	303039 10 10	20584 10 9
194920 16 9	2440 5 6	42807 9 1	10196 16 6	19162 9 11	269527 10 9	19594 11 10
20136 19 3	1909 0 2	9164 17 4	... ...	3096 6 6	33512 0 1	1169 18 11
... ...	... ...	... ...	795 3 2	... ...	... ...	... ...

COUNTIES.	PUPILS ATTENDING THE												
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children attending school.	Boys.	Girls.	Indigent children.	No. of children attending school less than 20 days during the year.	No. of children attending school between 20 and 50 days of the year.	No. of children attending school between 50 and 100 days of the year.	No. of children attending school between 100 and 150 days of the year.	No. of children attending school between 150 and 200 days of the year.	No. of children attending school between 200 and the whole year, 200 days.
Counties.													
Glengarry	5319	3698	192	3890	2168	1772	62	201	582	943	891	737	536
Stormont	4247	3302	340	3642	1975	1667	83	350	682	839	709	521	345
Dundas	5116	3977	316	4293	2279	2014	110	313	653	980	953	715	647
Prescott	4646	2637	147	2784	1468	1316	30	224	478	636	505	431	377
Russell	1424	584	89	673	326	347	18	81	162	201	104	68	27
Carleton	7732	5150	490	5640	3043	2597	88	1099	1009	1286	939	612	573
Grenville	5211	4256	371	4627	2545	2082	46	559	988	1203	892	607	251
Leeds	10683	6513	1349	7862	4119	3743	139	944	1551	1913	1745	837	572
Lanark	7701	6084	336	6420	3562	2858	53	518	1265	1571	1274	940	708
Renfrew	4064	2517	143	2660	1411	1249	52	318	532	578	477	321	277
Frontenac	5483	4264	333	4597	2493	2104	79	509	934	1119	860	679	489
Addington	4544	2818	1481	4299	2277	2022	45	250	1035	1192	876	631	313
Lennox	1956	1728	216	1944	1019	925	35	253	396	553	381	175	114
Prince Edward	4956	4204	586	4790	2669	2121	93	442	974	1334	1066	688	286
Hastings	8380	6921	643	7564	4043	3521	139	797	1316	1744	1575	1143	708
Northumberland	9061	7244	649	7893	4252	3641	82	996	1824	2203	1439	940	489
Durham	8375	6370	523	6893	4009	2884	111	675	1347	1697	1354	976	725
Peterborough	4538	3380	304	3684	2020	1664	26	435	839	879	689	529	280
Victoria	4412	3744	278	4022	2177	1845	17	362	822	1069	785	623	270
Ontario	9253	7722	972	8694	5172	3522	85	1070	1630	1115	1616	1033	777
York	12193	10947	1050	11997	6806	5191	324	1067	2318	2848	2160	1599	1020
Peel	6460	5488	472	5960	3470	2490	106	665	1274	1413	1148	820	619
Simcoe	9169	6980	539	7519	3982	3537	78	1128	1721	1891	1262	810	387
Halton	5284	4269	364	4633	2398	2035	122	505	798	1027	921	763	618
Wentworth	7110	6204	578	6782	4148	2634	81	725	1113	1468	1195	666	715
Brant	5018	4110	420	4530	2489	2041	102	468	873	1212	882	614	405
Lincoln	5422	3510	356	3866	2153	1713	102	339	777	1033	805	546	354
Welland	5130	4230	674	4904	2663	2241	71	514	1071	1411	893	590	254
Haldimand	6199	4944	602	5546	2943	2603	65	697	1119	1349	1088	775	362
Norfolk	6688	5113	1120	6233	3366	2867	104	905	1298	1345	1145	705	212
Oxford	9874	6997	1957	8954	4958	3996	163	1263	2144	2315	1611	1026	595
Waterloo	9002	7252	339	7591	4575	3016	84	1208	1553	1958	1305	890	611
Wellington	8955	7655	544	8199	4454	3745	91	954	1850	2156	1505	1008	726
Grey	5956	4396	335	4731	2501	2230	19	815	1196	1193	674	438	225
Perth	6543	4891	210	5101	2638	2463	43	704	1130	1144	1059	676	388
Huron	10112	6983	334	7317	3972	3345	73	923	1539	1811	1460	993	531
Bruce	3495	2400	178	2578	1398	1180	12	289	547	614	400	216	200
Middlesex	10700	8444	1238	9682	5378	4304	90	1217	2032	2693	1820	979	724
Elgin	7767	6216	818	7034	3820	3214	127	834	1613	1952	1446	710	479
Kent	5727	4482	493	4975	2707	2268	67	722	1057	1376	912	572	336
Lambton	4991	3834	304	4138	2194	1944	13	128	999	1220	820	399	172
Essex	4940	3296	218	3514	1978	1536	42	440	703	822	682	446	421
Total	273836	209754	22991	232655	128218	104437	3375	26906	47744	57216	44323	29447	19127
Cities.													
Toronto	10000	5630	954	6584	3131	3453	.....	825	1267	1975	1475	1030	12
Hamilton	5500	4646	56	4702	2527	2175	.....	520	862	1107	745	943	525
Kingston	2500	2239	78	2317	1333	984	495	210	268	419	489	415	516
London	3524	2704	33	2737	1497	1240	.....	230	278	547	445	326	911
Ottawa	2000	1917	49	1966	1130	836	244	111	210	386	419	427	412
Total	23524	17136	1170	18306	9618	8638	739	1896	2885	4434	3573	3141	2376

COMMON SCHOOLS.																		OTHER INFORMATION.		
NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.																				
Reading.																				
First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.	Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	Per cent. of Population not able to read or write.	No. of children not attending school.	No. of children whose attendance is not reported.
640	681	713	819	886	1949	1103	856	246	2262	44	43	56	30	94	.....	23	58	24	2469	.....
700	586	700	639	667	1432	409	432	64	1721	33	5	10	1	5	.....	.....	37	10	605	196
622	677	840	971	790	1683	645	752	57	1860	69	28	24	12	30	.....	6	2	18	823	32
645	462	629	528	507	1037	503	507	142	1172	55	38	30	20	59	82	.....	20	.....	1862	133
156	103	125	142	84	277	122	245	37	308	4	.....	.....	.....	10	51	.....	6	11	439	30
922	1004	1148	1117	876	2365	737	934	249	2685	60	32	21	19	14	24	45	8	20	2092	122
787	841	945	990	983	1972	587	627	189	2325	52	19	12	9	31	.....	22	1	18	584	127
1257	1408	1536	1556	1386	3336	1128	1382	280	3648	78	25	24	19	22	204	.....	24	13	2821	300
940	1077	1360	1303	1417	3126	1155	1292	253	3203	75	50	61	46	98	144	12	49	10	1281	144
449	622	613	546	364	1102	418	488	23	1239	10	10	6	5	15	108	.....	31	16	969	157
881	848	1000	954	656	2043	654	724	194	2151	49	3	15	15	70	67	2	87	13	886	7
789	728	877	817	763	2045	736	1055	292	2120	120	16	66	65	79	35	118	119	13	718	2
278	323	432	402	451	942	446	591	252	948	47	18	24	21	69	.....	.....	112	24	12	72
827	860	1078	1023	1002	2650	965	1784	515	2619	137	59	106	38	141	423	48	70	4	166	.....
1221	1470	1669	1482	1342	3730	1417	2203	608	3301	196	49	45	26	180	283	18	168	16	1570	281
1604	1870	2140	1544	815	3957	1220	1870	161	3904	86	11	34	6	111	.....	2	16	10	1168	2
1169	1314	1532	1250	1056	3461	900	1577	257	3854	102	45	55	33	95	242	12	79	11	1287	119
662	684	931	768	597	1579	452	664	275	1794	40	46	21	22	45	.....	.....	24	14	854	33
562	681	863	672	546	1273	429	508	152	1485	54	90	51	72	67	55	4	10	16	390	82
1638	1579	1799	1593	1423	4031	1645	2376	733	4449	159	94	117	69	251	432	60	292	18	559	1453
2378	2088	2355	2219	2009	6496	2827	3873	1177	6609	291	153	200	81	308	1164	296	253	16	196	985
908	1128	1452	1196	990	2937	1058	1619	319	3226	139	65	71	15	66	150	61	15	15	500	21
1407	1565	1784	1279	1032	3602	1212	1717	517	3376	50	27	35	15	75	28	.....	19	20	1750	410
617	712	885	1011	895	2463	1052	1296	482	3134	246	147	144	98	129	507	384	334	8	651	1
971	937	1326	1014	952	2905	1035	1330	304	3113	91	31	58	29	126	64	87	7	6	328	900
656	746	1000	748	981	2534	1109	1679	534	2466	131	53	102	42	131	258	35	100	11	488	76
618	661	797	727	756	1934	762	1070	338	1944	115	9	71	19	162	143	99	148	6	56	12
703	808	827	849	837	2469	1171	1544	390	2564	160	56	142	49	180	476	95	209	12	226	171
1038	998	1178	1021	813	2685	1094	1751	305	3486	98	13	66	28	63	225	27	53	15	653	156
877	1007	1156	1077	1240	2848	1071	1641	454	2846	117	27	54	22	263	473	133	132	10	1012	623
1434	1517	1701	1602	1698	4645	1768	2845	651	4969	158	113	95	37	319	501	60	233	9	920	.....
1639	1591	1591	1104	724	3562	1168	1716	337	4283	24	32	57	64	580	998	5	47	6	1411	66
1509	1625	1903	1368	986	3249	1432	2220	362	3670	46	58	50	32	130	306	113	110	10	756	.....
870	1041	1132	699	363	1777	587	710	86	2057	23	12	10	7	101	352	4	.....	23	225	190
1161	1179	1181	1001	696	2040	830	1228	210	2054	199	26	28	8	64	.....	.....	165	23	1442	.....
1418	1667	1835	1550	839	3341	1110	1781	247	3647	16	11	4	11	20	.....	5	20	18	2795	60
599	600	567	497	235	877	298	406	72	1012	59	5	8	4	52	.....	2	2	20	917	312
1413	1569	1951	1668	2109	4533	1872	2727	791	4956	146	53	139	90	272	182	15	161	7	1118	217
1103	1208	1383	1393	1855	3846	1824	3218	626	4064	161	72	205	86	190	253	29	45	9	733	.....
789	886	917	840	1167	2706	1328	1943	519	2366	59	46	86	64	88	127	51	15	7	852	.....
777	779	970	828	579	1900	751	934	120	1831	26	5	8	10	20	108	.....	58	12	853	400
613	759	819	653	478	1747	692	859	176	1827	43	18	3	14	10	130	.....	12	19	1426	.....
40247	42949	49640	43460	38854	108086	41722	58954	13995	116498	3868	1713	2414	1353	4835	8925	1873	3363	13	40823	7892
1442	1152	1052	477	419	3771	2344	4213	1822	3363	118	138	122	92	553	3324	1087	.....	.....	2500	.....
1125	1382	976	985	234	3616	1393	3197	1303	3412	100	131	77	32	246	3347	2660	1200	.....	.....	.....
529	414	540	411	279	1197	827	800	333	1302	31	20	10	11	42	551	.....	54	.....	.....	.....
650	670	709	317	391	1993	774	2173	630	2070	34	99	339	40	99	1826	481	50	.....	734	.....
.....	362	342	472	476	251	1180	831	916	1078	113	27	110	32	214	234	80	10	.....	.....	1
3746	3980	3619	2662	1799	10828	6518	11614	5004	11225	396	415	658	297	1154	9282	4308	1314	.....	3234	1

TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	PUPILS ATTENDING THE												
	Children between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children attending school.	Boys.	Girls.	Indigent children.	No. of children attending school less than 20 days during the year.	No. of children attending school between 20 and 50 days of the year.	No. of children attending school between 50 and 100 days of the year.	No. of children attending school between 100 and 150 days of the year.	No. of children attending school between 150 and 200 days of the year.	No. of children attending school between 200 and the whole year, and 200 days.
Towns.													
Belleville	1300	858	28	886	493	393	.....	20	93	120	196	230	227
Brantford	1800	1223	46	1269	678	591	109	104	260	250	259	258	138
Brockville	800	653	26	679	394	285	.....	4	.....	.....	.....	.....	.....
Chatham	910	692	36	728	438	290	20	54	89	144	151	155	135
Cobourg	1073	628	3	631	362	269	41	51	96	127	124	128	107
Cornwall	500	389	17	406	242	164	42	48	61	122	81	49	45
Dundas	838	300	40	340	190	150	100	12	30	40	50	85	123
Galt	774	666	14	680	357	323	.....	2	14	26	52	174	412
Goderich	750	600	10	610	336	274	.....	38	92	169	121	166	24
Guelph	911	643	83	726	452	274	19	61	112	237	107	82	67
Niagara	1078	556	12	568	324	244	51	51	89	113	104	100	108
Owen Sound	485	394	16	410	209	201	.....	65	112	98	71	61	3
Paris	690	630	32	662	354	308	.....	15	50	66	174	220	137
Perth	500	302	7	309	146	163	.....	3	27	35	55	76	113
Peterboro	760	623	5	628	339	289	17	47	95	133	72	53	8
Picton	420	356	14	370	232	138	.....	12	20	15	44	32	120
Port Hope	800	614	30	644	374	270	21	23	46	109	99	96	271
Prescott	718	492	13	505	331	174	24	30	83	113	121	116	42
Sarnia	350	248	8	256	151	105	22	30	65	68	44	28	21
St. Catharines	1140	882	59	941	474	467	25	87	142	175	181	166	190
Whitby	630	474	17	491	243	248	21	.....	.....	90	73	113	210
Total	17236	12223	516	12739	7119	5620	512	757	1576	2250	2179	2386	2501
Municipalities.													
Amherstburgh	270	170	26	196	95	101	13	6	25	37	36	40	52
Barrie	400	241	132	373	200	173	12	61	83	72	73	49	33
Clifton	306	174	8	182	114	68	13	45	78	36	14	7	2
Simcoe	640	351	100	451	284	167	.....	47	58	107	161	51	27
Woodstock	850	807	30	837	544	293	56	142	183	185	137	120	70
Total	2446	1743	296	2039	1237	802	94	301	427	437	421	267	184
Incorporated Villages.													
Berlin	436	413	3	416	222	194	.....	12	46	76	70	59	153
Bowmanville	350	437	9	446	250	196	16	44	58	112	65	98	69
Brampton	333	311	.....	311	140	171	.....	29	55	59	63	84	21
Caledonia	390	185	116	301	204	97	14	45	69	86	45	34	21
Chippewa	390	296	10	306	171	135	.....	31	46	76	65	41	47
Ingersoll	500	400	12	412	229	183	2	26	41	61	76	101	107
Kemptville	309	385	9	394	194	200	3	49	77	87	80	53	43
Napanee	470	341	15	356	201	155	.....	62	74	100	35	20	65
Newcastle	297	193	6	199	120	79	4	13	30	35	88	33	.....
Oshawa	400	341	32	373	206	167	3	5	12	18	73	50	215
Preston	390	220	.....	220	130	90	.....	4	8	20	33	95	60
St. Mary's	419	387	11	398	192	206	.....	3	24	105	110	91	65
St. Thomas	405	417	23	440	245	195	23	21	67	150	107	48	47
Smith's Falls	195	165	8	173	94	79	3	.....	13	19	22	51	68
Stratford	630	526	26	552	306	246	.....	50	116	158	79	100	49
Thorold	497	390	18	408	273	135	12	38	79	119	65	52	46
Trenton	360	347	7	354	190	164	.....	..	70	88	43	76	77
Windsor	442	361	2	363	197	166	.....	56	55	96	57	70	23
Vienna	260	156	9	165	90	75	20	48	33	49	19	16	.....
Yorkville	403	307	4	311	183	128	.....	22	47	81	65	47	49
Total	7846	6578	320	6898	3837	3061	100	558	1020	1595	1260	1219	1225
Grand Total	324888	247434	25203	272637	150029	122608	4820	30418	53652	65932	51756	36460	25413
Total 1856	N. R.	227992	23153	251145	137420	113725	4095	27707	49121	61239	48265	31960	24085
Increase	.....	19442	2050	21492	12609	8883	725	2711	4531	4693	3491	4500	1328
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

COMMON SCHOOLS.																		OTHER INFORMATION.		
NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.																				
Reading.					Arithmetic.	Grammar.	Geography.	History.	Writing.	Book-Keeping	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	Per cent. of Population not able to read or write.	No. of children not attending school.	No. of children whose attendance is not reported.
First or lowest class.	Second or next to lowest class.	Third or middle class.	Fourth or next to highest class.	Fifth or highest class.																
.....	269	161	157	127	172	571	420	624	148	574	13	6	10	3	13	3	119	4	.....	.....
242	198	241	90	65	615	231	451	237	466	70	65	65	31	65	237	237	287	.....	.....	.....
140	140	140	145	114	450	440	679	110	480	25	.....	.....	18	114	.....	.....	50	.....	.....	675
105	111	127	143	184	466	144	263	211	459	53	10	9	2	34	150	78	34	.....	166	.....
70	122	108	95	92	242	132	179	72	209	11	4	2	3	20	.....	.....	20	.....	342	.....
37	45	102	113	109	226	149	158	116	226	19	.....	22	6	20	.....	.....	.....	.....	.....	.....
37	38	49	56	94	220	70	200	25	220	15	4	7	6	.....	90	.....	12	.....	348	.....
96	242	142	113	87	.....	297	.....	112	502	.....	.....	31	12	112	118	112	48	3	29	.....
127	153	157	110	48	609	132	309	44	309	6	3	3	.....	52	309	60	135	.....	160	.....
66	93	143	182	94	420	268	315	96	462	31	28	24	35	69	90	56	7	.....	.....	60
89	139	175	115	106	390	227	378	137	343	19	14	71	16	96	.....	4	.....	.....	.....	3
50	39	34	40	39	113	113	113	24	132	21	6	5	13	27	70	.....	.....	.....	.....	.....
104	92	152	92	162	392	190	450	250	321	17	17	.....	24	162	250	.....	.....	.....	74	.....
108	74	56	45	26	201	127	309	71	201	26	.....	7	6	26	163	45	2	8	198	.....
140	143	207	131	24	453	302	493	100	401	.....	.....	.....	.....	.....	83	.....	.....	.....	40	220
73	89	106	55	45	294	79	148	23	194	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	127
183	131	162	168	.....	361	330	644	168	383	21	.....	19	21	.....	.....	.....	.....	.....	.....	.....
77	73	142	113	100	352	157	197	50	342	13	3	4	1	.....	.....	.....	.....	.....	.....	.....
53	41	87	37	38	142	55	80	.....	148	.....	.....	.....	.....	.....	.....	.....	.....	.....	94	.....
188	162	233	206	152	433	236	237	121	381	26	1	22	12	35	374	.....	387	.....	60	.....
50	84	92	91	103	430	233	115	141	320	41	41	2	8	50	390	190	250	.....	.....	5
2095	2478	2816	2297	1809	6981	4483	6138	2732	6647	989	209	299	224	885	2337	785	1351	5	1511	1090
41	43	40	33	23	50	28	20	6	65	4	5	2	2	.....	.....	.....	4	6	.....	.....
105	67	93	58	50	153	115	117	.....	248	1	.....	.....	.....	.....	.....	.....	.....	15	364	2
38	51	31	18	44	122	65	81	5	124	12	3	.....	3	.....	.....	.....	25	.....	74	.....
76	76	45	36	59	205	75	90	14	194	.....	.....	.....	.....	34	.....	.....	20	.....	.....	.....
170	197	146	167	156	472	238	338	138	472	28	28	24	.....	156	837	100	.....	.....	20	.....
430	434	355	312	332	1002	521	646	163	1103	45	36	26	5	190	837	100	49	10	458	2
70	61	36	29	40	186	89	416	65	173	8	2	8	12	34	416	43	32	.....	20	.....
78	78	124	110	38	350	153	302	22	340	.....	.....	.....	.....	.....	.....	.....	.....	.....	271	.....
74	55	50	41	33	174	114	116	56	177	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	74	98	64	12	144	50	60	28	176	7	5	3	6	12	.....	.....	.....	.....	105	1
32	52	58	86	80	260	100	92	.....	230	.....	13	23	.....	.....	.....	.....	.....	.....	7	.....
75	81	126	60	70	205	132	155	22	190	.....	2	15	8	70	.....	.....	.....	18	.....	.....
52	65	84	83	100	246	176	315	58	249	4	4	8	4	18	.....	.....	.....	.....	20	5
76	73	70	59	61	198	84	165	45	184	27	.....	1	1	.....	.....	.....	.....	.....	.....	.....
37	47	10	64	120	30	21	39	.....	90	.....	2	.....	2	.....	102	.....	.....	.....	98	.....
44	57	56	68	148	272	136	272	112	373	41	36	67	36	136	373	120	.....	.....	60	.....
45	65	40	33	20	140	70	160	.....	160	.....	.....	.....	.....	.....	220	.....	.....	.....	.....	.....
66	79	88	93	72	204	165	116	165	203	18	15	6	5	13	100	.....	.....	.....	32	.....
40	160	96	74	70	392	155	386	105	395	40	20	40	17	70	.....	103	140	.....	.....	.....
17	24	40	10	29	83	53	60	5	87	.....	.....	.....	.....	6	.....	.....	.....	5	.....	.....
131	209	77	81	63	421	221	421	44	421	14	.....	10	12	30	10	60	50	8	38	.....
55	117	102	83	51	266	71	191	35	313	14	2	4	1	.....	.....	.....	.....	.....	.....	9
90	91	92	34	47	126	40	194	28	118	6	6	2	.....	21	40	.....	.....	.....	.....	.....
36	42	43	24	56	160	58	63	40	204	2	.....	1	1	.....	.....	.....	.....	.....	.....	6
9	47	50	44	93	45	80	8	100	.....	.....	3	2	44	23	.....	15	.....	20	.....	.....
127	62	51	41	30	122	122	184	122	122	25	18	.....	.....	30	184	112	12	.....	.....	.....
1207	1530	1391	1181	1233	4024	2090	3715	1062	4205	205	128	190	149	463	1445	453	234	12	701	21
47725	51371	57821	49912	44027	130921	55334	81067	22956	139678	5503	2501	3587	1938	7527	22926	7519	6311	10	46727	9006
47631	48917	53661	46474	38388	117040	48124	71312	17851	125033	4423	1879	2890	1703	7516	21016	6510	6270	18	60331	8768
94	2454	4160	3438	5639	13881	7210	9755	5105	14645	1080	622	697	235	11	1810	1009	41	.....	.....	238
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	13604	.....

Part II.—Table C. **The Common Schools**

COUNTIES.	COMMON SCHOOL																
	TOTAL.			RELIGIOUS DENOMINATIONS.													
	Common School Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestant.	Unitarians.	Universalists.	Other persuasions.	Not Reported.
Counties.																	
Glengarry	81	53	28	...	33	48	...	...	...	...	...	...	...	...	...	...	...
Stormont	62	22	40	17	17	17	9	...	...	...	...	...	1	1	...	...	...
Dundas	74	36	38	18	8	12	26	4	1	5	...	...	...	...	...	...	...
Prescott	54	32	22	7	14	14	18	1	...	...	...	...	...	...	...	...	...
Russell	18	10	8	3	1	5	1	5	...	...	...	...	...	1	...	...	2
Carleton	89	75	14	24	27	27	6	1	...	...	...	...	...	...	...	...	4
Grenville	90	61	29	27	8	20	33	1	...	...	...	...	1	...	...	...	...
Leeds	143	75	68	45	7	20	61	8	2	...	...	...	...	...	...	...	...
Lanark	105	56	49	17	19	38	21	6	4	...	...	...	...	...	...	...	...
Renfrew	53	40	13	7	11	23	8	...	...	...	...	...	2	...	...	...	2
Frontenac	91	49	42	21	17	13	38	2	...	...	...	...	...	...	...	...	...
Addington	80	51	29	10	7	7	53	...	1	1	...	...	1	...	...	...	...
Lennox	43	25	18	8	1	4	24	...	...	...	1	...	...	...	...	1	4
Prince Edward	108	60	48	16	7	15	63	...	...	...	6	...	...	...	...	...	1
Hastings	140	88	52	26	20	9	82	3	...	...	...	...	...	...	...	...	...
Northumberland	128	92	36	25	12	19	68	2	...	...	1	...	...	...	...	1	...
Durham	100	81	19	18	...	27	18	8	1	...	...	1	18	...	...	...	9
Peterborough	53	44	9	11	11	4	21	1	...	...	...	...	2	1	...	1	1
Victoria	49	41	8	12	...	14	1	...	9	...	3	...	8	...	...	...	2
Ontario	105	92	13	21	8	38	23	7	1	...	...	1	3	...	...	...	3
York	137	120	17	24	6	59	31	2	6	2	...	...	6	...	...	...	1
Peel	82	75	7	20	6	32	22	1	1	...	...	...	...	...	...	...	...
Simcoe	115	97	18	31	18	43	20	1	1	...	...	...	...	...	...	1	...
Halton	57	43	14	11	1	25	16	1	...	...	...	...	1	...	...	...	2
Wentworth	86	61	25	15	5	29	24	6	...	...	...	...	...	...	...	3	4
Brant	67	50	17	9	1	27	22	6	2	...	...	...	...	...	...	...	...
Lincoln	84	54	31	11	1	21	36	12	1	...	...	...	2	...	...	...	...
Welland	104	68	36	22	4	28	37	8	1	1	...	2	...	...	...	...	1
Haldimand	88	59	29	16	5	26	31	3	...	...	1	...	2	...	...	...	4
Norfolk	127	77	50	16	2	29	44	31	3	...	...	...	...	...	...	2	...
Oxford	119	76	43	10	...	65	30	6	...	1	6	...	...	...	...	...	1
Waterloo	87	71	16	4	8	29	22	3	2	9	...	1	3	...	...	...	6
Wellington	94	81	13	21	8	42	13	1	1	1	1	...	...	...	...	...	6
Grey	75	52	23	19	2	12	18	...	...	...	11	7	3	...	...	3	...
Perth	66	50	16	6	9	35	14	...	...	...	...	...	...	...	...	...	2
Huron	87	71	16	11	8	51	13	...	...	...	1	...	...	...	...	...	3
Bruce	51	37	14	8	5	21	3	3	...	...	...	...	10	1	...	...	...
Middlesex	169	135	34	33	6	78	31	11	3	...	1	...	6	...	...	...	...
Elgin	120	64	56	7	...	10	46	22	2	...	...	3	15	...	...	2	13
Kent	87	64	23	14	9	22	24	14	2	...	1	...	1	...	...	...	...
Lambton	90	66	24	14	8	35	22	9	...	...	1	1	...	...	...	...	...
Essex	59	48	11	15	23	2	6	5	...	...	...	...	...	1	...	...	7
Total	3717	2602	1115	670	363	1095	1099	194	44	20	34	16	85	5	...	14	78
Cities.																	
Toronto	53	17	36	10	17	9	10	4	3	...	...	...	...	...	...	...	...
Hamilton	40	9	31	7	13	12	6	...	2	...	...	...	...	...	...	...	...
Kingston	22	13	9	10	7	1	2	...	...	...	...	...	...	...	...	...	2
London	16	8	8	3	1	4	5	...	2	...	...	...	...	...	...	...	1
Ottawa	18	13	5	2	8	5	3	...	...	...	...	...	...	...	...	...	...
Total	149	60	89	32	46	31	26	4	7	...	...	...	...	...	...	...	3

TEACHERS.

CERTIFICATES.									AVERAGE ANNUAL SALARIES.					
Total holding certificates.	County Board. 1st Class.	County Board. 2nd Class.	County Board. 3rd Class.	Unclassified.	Unqualified.	Certificates annulled.	No. of schools in which Teacher was changed during the year.	No. of schools having more than one Teacher.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.
									£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
79	10	58	11	2	...	...	14	12	100 0	33 18	38 8	52 1	28 17	37 15
59	...	38	21	3	...	...	11	1	95 0	45 0	39 0	60 10	28 15	37 18
70	9	48	13	4	1	...	19	1	160 0	21 0	42 1	63 0	27 19	42 0
53	8	23	21	1	...	...	2	...	110 0	42 15	40 0	63 11	39 10	25 0
17	1	12	3	1	...	...	2	1	100 0	40 0	37 14	53 0	23 4	45 2
89	16	58	13	...	...	1	5	1	80 0	38 0	39 10	59 15	24 15	38 11
87	8	45	32	3	1	...	38	10	115 0	37 10	42 5	60 2	37 15	33 5
140	13	101	23	3	...	...	48	12	120 0	35 0	37 5	63 18	25 0	34 0
105	7	53	43	...	...	...	3	11	96 0	32 11	40 3	48 0	22 0	35 7
53	2	18	32	...	...	...	16	...	75 0	24 0	37 7	62 18	32 0	40 0
91	13	59	17	...	2	...	24	11	100 0	30 0	39 1	63 0	27 0	40 0
80	20	51	8	...	...	...	15	...	95 17	41 10	45 3	67 10	28 0	36 10
43	7	32	3	...	...	...	22	1	92 0	33 0	58 10	76 11	42 10	41 12
108	8	49	45	...	1	1	42	5	95 0	44 10	65 3	85 16	36 18	46 10
140	26	83	27	...	...	1	31	5	110 0	36 11	45 1	61 8	39 10	48 0
119	5	48	63	9	1	...	36	10	105 0	44 15	48 15	78 17	31 18	54 12
100	7	51	33		...	...	12	5	110 0	38 10	75 0	89 10	55 0	49 16
51	8	28	14	2	...	8	6	3	120 0	36 15	74 0	71 2	... ...	50 0
49	4	29	15	...	...	...	16	5	110 0	39 11	... ...	81 15	... ...	54 18
100	14	57	19	5	1	2	18	1	105 10	33 0	... ...	90 5	... ...	64 10
137	34	80	7	...	...	1	32	...	124 0	44 10	... ...	102 11	... ...	68 12
77	12	46	10	5	...	...	8	1	100 10	56 0	... ...	88 0	... ...	68 15
112	8	48	48	3	3	3	15	1	91 0	37 0	47 11	79 3	... ...	61 2
57	18	22	7	...	...	...	14	1	130 0	51 10	105 0	70 5	25 0	67 10
86	16	48	18	...	1	1	22	12	131 0	37 11	... ...	95 13	... ...	71 10
66	14	32	11	1	...	1	12	3	100 0	35 0	... ...	94 8	60 2	60 0
84	16	46	16	...	1	1	41	6	120 0	46 0	66 0	84 3	36 0	61 10
101	17	53	18	3	...	...	42	9	91 0	45 0	75 2	86 10	58 15	56 10
88	6	49	17	...	...	...	43	8	106 0	42 10	71 15	85 10	60 0	61 8
123	18	48	48	4	2	1	66	...	95 0	54 0	... ...	86 5	53 10	61 12
119	19	74	18	...	1	...	59	5	121 0	41 15	... ...	86 15	... ...	62 0
87	12	41	28	...	...	...	27	...	97 10	30 0	63 7	89 17	47 15	58 10
94	15	48	29	...	1	2	28	1	110 0	34 10	72 0	85 0	... ...	59 8
75	3	29	42	...	...	...	14	1	96 0	35 0	... ...	64 11	... ...	59 15
66	16	35	14	...	...	...	3	1	92 0	37 0	... ...	76 15	... ...	68 5
87	12	53	19	...	...	1	9	...	86 11	28 10	64 5	81 10	32 0	58 10
47	1	25	18	4	...	4	8	...	91 0	36 0	17 14	75 0	... ...	51 10
166	44	93	20	3	4	1	55	11	112 10	43 0	82 10	88 17	46 0	61 11
120	23	65	26	...	4	2	83	16	126 0	40 0	48 0	85 10	45 10	59 18
81	12	45	18	6	...	...	21	2	115 0	39 0	49 2	80 1	46 0	58 3
84	4	41	35	6	...	...	13	4	120 0	35 10	63 18	81 15	... ...	60 11
59	12	21	26	...	...	1	3	1	110 0	41 0	48 0	76 11	... ...	60 10
3649	518	1983	949	68	24	32	998	178	160 0	24 0	54 0	96 12	37 2	51 18
36	13	10	...	17	...	...	12	14	175 0	130 0	... ...	160 0	... ...	75 0
30	1	4	3	10	1	...	...	16	360 0	... ...	... ...	... ...	... ...	... ...
20	11	8	1	2	...	...	1	12	100 0	50 0	... ...	96 10	... ...	52 15
12	9	1	...	4	...	...	1	4	220 0	112 0	... ...	143 0	... ...	65 0
10	2	...	...	8	...	...	...	1	137 10	48 0	... ...	120 0	... ...	30 0
108	36	23	4	41	1	...	14	47	350 0	48 0	... ...	129 17	... ...	54 15

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	COMMON SCHOOL TOTAL.			RELIGIOUS DENOMINATIONS.													
	Common School Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestant.	Unitarians.	Universalists.	Other persuasions.	Not Reported.
Towns.																	
Belleville	8	5	3	2	2	3	...	...	1	...	...	...	...	...	...	...	...
Brantford	11	4	7	...	1	3	5	1	...	...	...	...	...	...	...	...	1
Brockville	6	3	3	2	...	4	...	...	...	...	...	...	...	...	...	...	...
Chatham	9	3	6	2	1	1	3	2	...	...	...	...	...	...	...	...	...
Cobourg	5	4	1	3	1	1	...	...	...	...	...	...	...	...	...	...	...
Cornwall	4	3	1	3	...	1	...	...	...	...	...	...	...	...	...	...	...
Dundas	5	3	2	5	...	...	...	...	...	...	...	...	...	...	...	...	...
Galt	8	4	4	1	...	7	...	...	...	...	...	...	...	...	...	...	...
Goderich	4	3	1	1	...	3	...	...	1	...	...	...	...	...	...	...	...
Guelph	8	4	4	2	3	2	...	...	...	...	...	...	...	...	...	...	...
Niagara	4	2	2	...	1	2	...	...	...	...	...	...	...	...	...	...	1
Owen Sound	3	2	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...
Paris	6	2	4	1	...	2	2	1	...	...	...	...	...	...	...	...	...
Perth	6	3	3	1	...	3	2	...	...	...	...	...	...	...	...	...	...
Peterborough	11	7	4	2	2	2	1	...	...	...	...	1	...	...	...	...	3
Picton	5	5	...	...	2	...	2	...	...	...	...	...	...	...	...	1	...
Port Hope	6	3	3	...	...	1	4	1	...	...	...	...	...	...	...	...	...
Prescott	8	5	3	...	2	6	...	...	...	...	...	...	...	...	...	...	...
Sarnia	2	2	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...
St. Catharines	12	6	6	...	5	3	2	...	...	...	...	...	...	...	...	...	2
Whitby	5	3	2	2	...	...	...	2	...	...	1	...	...	...	...	...	...
Total	136	76	60	28	20	46	22	8	2	...	1	1	...	...	...	1	7
Town Municipalities.																	
Amherstburgh	4	2	2	1	1	1	...	1	...	...	...	...	...	...	...	...	...
Barrie	3	1	2	1	1	1	...	...	...	...	...	...	...	...	...	...	...
Clifton	3	2	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...
Simcoe	5	2	3	...	...	2	1	...	1	...	...	...	...	...	...	...	1
Woodstock	6	2	4	1	...	2	2	...	1	...	...	...	...	...	...	...	...
Total	21	9	12	4	4	6	3	1	2	...	...	...	...	...	...	...	1
Incorporated Villages.																	
Berlin	5	2	3	...	...	3	1	...	...	...	...	...	...	...	...	1	...
Bowmanville	4	2	2	...	...	...	2	...	2	...	...	...	...	...	...	...	...
Brampton	2	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Caledonia	3	3	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...
Chippewa	4	4	...	2	...	1	...	1	...	...	...	...	...	...	...	...	...
Ingersoll	3	1	2	1	...	1	1	...	...	...	...	...	...	...	...	...	...
Kemptville	3	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...
Napanee	3	1	2	...	1	...	2	...	...	...	...	...	...	...	...	...	...
Newcastle	2	2	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...
Oshawa	4	2	2	...	...	2	2	...	...	...	...	...	...	...	...	...	...
Preston	4	3	1	...	...	2	1	...	...	1	...	...	...	...	...	...	...
St. Mary's	2	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...
St. Thomas	4	2	2	1	...	2	...	1	...	...	...	...	...	...	...	...	...
Smith's Falls	3	2	1	...	...	2	...	...	...	...	...	...	...	...	...	...	1
Stratford	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Thorold	3	3	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...
Trenton	3	2	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...
Windsor	4	2	2	1	2	...	...	1	...	...	...	...	...	...	...	...	...
Vienna	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Yorkville	2	1	1	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Total	60	40	20	8	5	23	15	4	2	1	...	...	...	...	...	1	1
Grand Total	4083	2787	1296	742	438	1201	1165	211	57	21	35	17	85	5	...	16	90
Total 1856	3689	2622	1067	684	414	905	1102	224	92	11	9	18	46	8	14	44	118
Increase	394	165	229	58	24	296	63	...	...	10	26	...	39	...	...	...	...
Decrease	...	...	...	...	...	...	...	13	35	...	...	1	...	3	14	28	23

TEACHERS.

CERTIFICATES.									AVERAGE ANNUAL SALARIES.					
Total holding certificates.	County Board. 1st Class.	2nd Class.	3rd Class.	Unclassified.	Unqualified.	Certificates annulled.	No. of schools in which Teacher was changed during the year.	No. of schools having more than one Teacher.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher with Board.	Male Teacher without Board.	Female Teacher with Board.	Female Teacher without Board.
									£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
7				1					125 0	125 0	... ...	125 0	... ...	50 0
9		3		2					100 0	85 0	... ...	92 10	... ...	55 0
6	2	4							200 0	90 0	... ...	190 0	... ...	67 0
9	3	5	1				2	3	125 0	100 0	... ...	108 0	... ...	60 0
5	1	4					1		120 0	75 0	... ...	103 0	... ...	75 0
4	1	2							100 0	73 0	... ...	56 12	... ...	100 0
5	4						1	1	127 10	62 0	... ...	94 15	... ...	50 16
8	6	1					1		200 0	120 0	... ...	140 0	... ...	75 0 *
4	3								135 0	90 0	... ...	105 0	... ...	90 0
3	2	1		5			1	4	135 0	115 0	... ...	131 10	... ...	62 10
3	1	2		1			1	1	152 11	152 11	... ...	152 11	... ...	62 0
3	2						1		150 0	130 0	... ...	140 0	... ...	60 0
4	4			2			1		150 0	100 0	... ...	125 0	... ...	56 18
5	2		2	1					200 0	... 0	... ...	135 16	... ...	47 4
6	2	1	1	5				2	125 0	35 0	... ...	91 10	... ...	85 0
5	3	2					1	2	100 0	82 10	... ...	91 5	... ...	... ...
5	3		2	1			1	3	140 0	100 0	... ...	120 0	... ...	... ...
8	5	3					1	2	180 0	180 0	... ...	119 0	... ...	110 0
2	1	1					1		140 0	100 0	... ...	120 0	... ...	... ...
8	7	1		4				3	150 0	55 0	... ...	116 0	... ...	75 0
5	2	2					1	2	132 10	80 0	... ...	117 0	... ...	85 0
114	63	32	6	22	...	...	14	30	200 0	35 0	... ...	118 6	... ...	70 7
3	1	2	...	1	...	...	...	...	187 10	75 0	... ...	131 0	... ...	62 10
2	...	2	...	1	...	...	...	...	100 0	50 0	... ...	105 0	... ...	55 0
2	1	1	...	1	...	...	...	...	112 10	37 1	... ...	74 10	... ...	60 0
4	2	1	1	1	...	...	1	...	125 0	125 0	... ...	... ...	... ...	60 0
3	1	1	...	3	...	...	1	...	137 10	137 10	... ...	137 10	... ...	68 10
14	5	7	1	7	...	...	2	...	137 10	50 0	... ...	114 10	... ...	61 4
4	2	2	...	1	...	...	1	1	175 0	100 0	... ...	136 10	... ...	93 15
...	...	...	...	4	...	1	...	1	120 0	100 0	... ...	110 0	... ...	75 0
12	...	...	...	...	...	...	...	...	... ...	... ...	... ...	... ...	... ...	... ...
3	...	3	...	...	...	...	...	1	125 0	100 0	... ...	108 3	... ...	... ...
4	2	2	...	...	...	...	1	1	109 7	98 9	... ...	103 10	... ...	... ...
3	1	1	1	...	...	...	...	1	171 14	142 6	... ...	157 0	... ...	53 0
...	...	...	...	3	...	...	...	1	110 0	80 0	... ...	94 0	... ...	... ...
3	1	1	...	...	...	...	1	1	116 13	116 13	... ...	116 13	... ...	50 0
2	1	...	1	...	...	...	...	...	110 0	80 0	... ...	95 0	... ...	... ...
3	1	...	...	1	...	...	...	1	200 0	85 0	... ...	142 10	... ...	100 0
3	1	2	...	1	...	1	1	1	125 0	70 0	55 0	... ...	... ...	60 0
2	...	2	...	...	...	...	...	...	120 0	120 0	... ...	120 0	... ...	75 0
4	1	1	...	...	...	...	...	1	150 0	100 0	... ...	125 0	... ...	67 10
1	1	...	...	2	...	...	1	...	75 0	75 0	... ...	75 0	... ...	60 0
1	...	...	...	...	...	...	1	...	150 0	150 0	... ...	150 0	... ...	80 0
3	1	2	...	...	...	...	...	...	100 0	100 0	... ...	93 0	... ...	... ...
3	3	...	...	...	...	...	...	...	100 0	100 0	... ...	... ...	... ...	60 0
4	1	3	...	...	...	...	...	1	112 10	112 10	... ...	... ...	... ...	60 0
1	1	...	...	...	...	...	...	...	112 10	115 10	... ...	... ...	... ...	... ...
2	1	...	...	...	...	...	...	...	125 0	125 0	... ...	... ...	... ...	75 0
48	18	19	2	12	...	2	6	11	200 0	75 0	... ...	116 0	... ...	79 2
3933	640	2064	962	150	25	34	1034	266	350 0	24 0	54 0	115 5	37 2	63 10
3455	552	1746	1015	234	...	3	468	239	350 0	24 15	42 1	90 6	28 5	53 5
478	88	318	...	...	25	31	566	27	... ...	... ...	11 19	24 19	8 17	10 5
...	...	...	53	84	...	...	...	...	... ...	0 15	... ...	... ...	... ...	... ...

Part II.—Table D. **The Common Schools**

COUNTIES.	SCHOOLS.							SCHOOL HOUSES.														
									KIND.					TITLE.				BUILT DURING THE YEAR.					
	No. of School sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly Free.	No. of Schools at 1s. 3d. rate bill per month.	No. of Schools at a less rate bill than 1s. 3d.	Total No. of School houses.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Counties.																							
Glengarry	79	75	4	49	49	19	25	64	3	2	7	40	12	49	14	1	.....	1	...	...	...	1	2
Stormont	67	64	3	31	26	13	13	61	7	3	15	36	.....	46	9	2	4	...	...	...	...	...	.....
Dundas	75	69	6	38	30	13	15	69	2	9	14	43	1	62	6	1	.....	...	...	...	...	...	.....
Prescott	58	55	3	44	4	3	1	50	1	2	16	31	.....	45	1	3	1	...	...	...	...	1	1
Russell	18	18	.....	14	2	2	1	16	.....	.....	1	15	.....	14	.....	2	.....	...	...	...	...	...	.....
Carleton	102	96	6	58	33	18	18	90	.....	1	9	77	3	82	2	4	2	...	...	...	2	7	9
Grenville	81	80	1	41	5	10	17	80	2	21	8	49	.....	64	7	.....	9	...	...	3	...	...	3
Leeds	156	144	12	55	69	50	22	134	12	44	23	55	.....	116	7	1	10	1	4	...	5	1	11
Lanark	124	112	12	57	48	19	23	110	.....	7	11	92	.....	91	8	.....	11	...	...	5	...	...	5
Renfrew	59	52	7	33	20	14	8	50	.....	.....	5	45	.....	47	1	1	1	...	...	2	3	...	5
Frontenac	87	83	4	46	26	26	5	84	2	22	19	39	2	67	7	6	4	...	1	...	...	...	1
Addington	74	70	4	11	21	19	12	71	2	10	40	16	3	54	7	1	9	...	1	...	...	...	1
Lennox	44	40	4	16	23	16	8	41	1	1	30	8	1	28	6	7	.....	...	...	1	...	...	1
Prince Edward	85	84	1	16	67	47	19	84	4	15	58	6	1	65	10	5	4	...	4	...	...	...	4
Hastings	148	140	8	62	52	41	9	127	5	8	62	52	.....	111	8	2	6	...	1	...	...	3	4
Northumberland	120	117	3	63	10	41	12	113	3	5	78	27	.....	80	8	1	24	...	2	2	...	3	7
Durham	96	96	.....	32	60	49	13	93	11	1	48	33	.....	84	3	3	3	2	2	2	...	2	8
Peterboro	57	52	5	31	9	12	6	50	2	3	17	28	.....	43	3	.....	4	...	2	...	1	...	3
Victoria	64	60	4	39	16	10	5	47	1	.....	11	35	.....	43	2	2	.....	...	...	1	2	...	3
Ontario	112	105	7	42	60	36	14	100	7	.....	52	41	.....	82	11	2	5	...	...	1	1	...	2
York	144	134	10	34	87	91	2	130	20	.....	73	37	.....	95	19	4	12	3	...	...	...	...	3
Peel	89	78	11	20	43	50	5	74	14	1	29	28	2	65	6	2	1	2	...	...	...	1	3
Simcoe	138	124	14	70	40	26	19	112	2	.....	22	80	1	83	13	6	10	2	...	4	...	...	6
Halton	55	55	.....	21	21	29	4	52	8	5	26	13	.....	38	11	1	2	...	1	...	...	...	1
Wentworth	78	72	6	12	58	54	6	73	3	7	44	16	3	50	20	1	2	...	...	...	...	2	2
Brant	79	65	14	16	49	45	3	62	2	.....	52	8	.....	52	8	1	1	...	...	1	...	...	1
Lincoln	82	70	12	9	61	48	4	67	9	2	37	14	5	51	12	1	3	...	...	4	...	...	4
Welland	85	82	3	18	63	59	1	73	14	4	47	8	.....	39	27	1	6	...	...	...	2	...	2
Haldimand	92	87	5	47	34	27	9	83	6	2	36	27	12	59	16	2	6	...	...	...	2	...	2
Norfolk	114	104	10	53	38	49	3	95	5	.....	71	19	.....	51	33	1	10	1	...	2	2	...	5
Oxford	123	119	4	40	58	43	14	106	9	3	72	22	.....	79	15	2	10	1	1	3	...	7	12
Waterloo	89	87	2	56	32	26	7	82	12	17	22	26	5	77	5	.....	.....	...	1	...	...	...	1
Wellington	106	95	11	58	28	38	7	94	.....	10	38	46	.....	78	6	8	2	...	5	2	2	...	9
Grey	97	84	13	60	16	10	8	72	.....	2	11	59	.....	57	5	1	9	...	...	1	1	3	5
Perth	70	65	5	45	25	7	13	66	10	1	6	45	4	59	2	4	1	...	...	7	...	...	7
Huron	97	94	3	74	24	18	5	95	7	.....	9	79	.....	85	4	.....	6	...	...	...	3	7	10
Bruce	61	49	12	37	13	5	7	54	.....	.....	4	50	.....	41	3	4	6	...	...	...	3	7	10
Middlesex	176	163	13	64	78	66	23	157	18	5	53	75	6	116	20	8	13	2	...	5	...	3	10
Elgin	125	108	17	17	81	76	18	113	10	.....	80	21	2	71	32	5	3	...	...	...	...	9	9
Kent	81	81	.....	50	28	23	5	78	1	.....	49	28	.....	41	32	4	1	...	...	...	...	5	5
Lambton	100	81	19	37	23	23	8	80	.....	1	33	46	.....	53	12	4	11	...	...	4	...	4	8
Essex	61	55	6	38	29	18	4	56	2	3	19	26	6	33	14	8	1	...	...	1	2	...	3
Total	3848	3564	284	1619	1559	1289	431	3408	217	217	1364	1541	69	2646	435	112	215	15	25	51	27	70	188
Cities.																							
Toronto	14	14	.....	14	.....	.....	.....	14	8	.....	6	.....	.....	6	.....	2	6	...	...	...	...	...	.....
Hamilton	10	10	.....	10	.....	.....	.....	10	6	2	2	.....	.....	10	.....	.....	.....	2	...	...	...	...	2
Kingston	15	15	.....	15	.....	1	.....	13	2	4	6	.....	1	2	1	7	3	...	...	...	...	...	.....
London	4	4	.....	4	.....	.....	.....	4	2	.....	2	.....	.....	3	1	.....	.....	...	...	...	...	1	1
Ottawa	17	17	.....	8	.....	8	.....	17	1	1	6	.....	9	.....	.....	9	8	...	...	...	...	...	.....
Total	60	60	.....	51	.....	9	.....	58	19	7	22	.....	10	21	2	18	17	2	...	...	...	1	3

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mons.	*Days.*	*Mons.*	*Days.*
608	121	81	16	15	3	227	145	83	73	10	67	695	16	10	12
620	88	49	17	11	.....	284	171	33	33	.....	59	568	15	9	26
634	136	43	4	5	.....	282	164	47	44	3	69	701	.....	10	5
355	98	51	23	23	.....	130	30	41	40	1	52	524	16	10	2
164	28	7	16	5	.....	52	56	11	10	1	15	152	11	10	5
859	210	45	28	46	3	341	186	94	94	.....	97	1077	17	11	26
674	141	30	19	31	2	277	174	75	71	4	80	788	20	9	26
1262	216	49	76	65	5	617	234	95	89	6	134	1405	1	10	17
1171	211	123	23	59	6	493	256	114	94	20	96	1071	22	11	20
596	70	61	64	24	2	243	132	37	28	9	50	504	19	10	2
759	145	56	32	27	.....	376	123	44	36	8	81	753	4	9	9
760	96	29	13	58	1	328	235	64	47	17	60	575	28	9	15
559	60	23	9	38	.....	195	234	28	15	13	39	338	26	8	9
1325	246	64	44	69	3	367	532	106	85	21	81	761	10	9	10
1848	116	130	43	86	.....	737	736	124	108	16	117	1172	29	10	1
1583	338	77	42	54	.....	595	477	28	22	6	115	1163	19	10	4
1247	132	68	40	30	.....	539	338	31	31	.....	92	1027	22	11	5
522	99	28	40	11	9	227	108	23	23	.....	48	498	6	10	12
422	67	41	8	3	.....	184	119	1	1	.....	59	704	16	11	26
1206	175	60	43	25	2	437	464	61	58	3	101	1100	23	10	28
1816	266	112	55	45	1	640	697	96	95	1	120	1287	23	10	22
892	168	74	28	23	.....	356	243	54	54	.....	76	859	4	11	9
937	189	118	27	23	.....	454	126	55	48	7	118	1161	24	9	15
1292	112	89	21	52	17	419	582	29	21	8	50	563	5	11	7
909	150	65	26	26	.....	308	334	73	70	3	73	801	5	10	28
887	120	31	25	21	2	241	447	60	56	4	59	618	.....	10	19
1049	108	39	43	35	15	425	384	59	39	20	69	598	25	8	23
1206	98	65	27	48	2	410	556	51	49	2	79	705	12	8	28
1158	140	83	39	13	1	467	415	35	32	3	78	762	10	9	27
1337	150	119	44	64	1	402	557	69	58	11	98	892	4	9	.....
906	127	76	20	13	1	409	260	74	66	8	97	1060	22	10	28
1335	129	143	36	28	1	571	427	30	30	.....	82	810	11	9	25
1128	155	127	74	47	.....	473	250	55	53	2	91	1005	23	11	2
620	76	144	22	11	1	253	113	50	43	7	67	724	13	10	24
745	111	62	42	21	.....	373	136	38	33	5	63	667	.....	10	18
863	93	69	62	44	.....	422	173	93	82	11	92	1034	4	11	7
696	85	61	49	25	1	305	170	36	36	.....	47	411	20	9	11
1401	302	103	36	25	40	526	369	119	115	4	134	1326	9	9	28
1541	164	65	20	21	.....	495	776	75	64	11	110	998	22	9	26
868	129	84	22	37	4	304	288	73	65	8	76	747	5	9	19
719	142	49	47	19	.....	320	142	37	33	4	78	714	14	9	5
563	77	20	13	1	208	147	97	38	34	4	59	593	3	10	2
40040	5884	2913	1378	1327	331	15651	12556	2439	2178	261	3328	33914	18	10	6
1297	655	17	.....	.....	1	176	448	.....	.....	.....	.....	.....	.....	.....	.....
780	37	62	25	30	5	110	511	.....	.....	.....	8	80	.....	10	.....
474	109	43	.....	.....	.....	165	157	7	7	.....	7	72	.....	10	8
90	10	7	7	.....	.....	56	10	4	4	.....	4	41	.....	10	7
940	102	145	60	21	7	249	356	1	.....	1	11	114	.....	10	10
3581	913	274	92	51	13	756	1482	12	11	1	30	307	.....	10	7

Part II.—Table D.—*(Continued.)* **The Common Schools**

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	SCHOOLS.							SCHOOL HOUSES.														
									KIND.					TITLE.				BUILT DURING THE YEAR.					
	No. of School sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly Free.	No. of Schools at 1s. 3d. rate bill per month.	No. of Schools at a less rate bill than 1s. 3d.	Total No. of School houses.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
Towns.																							
Belleville	4	4	.....	4	.....	.....	.....	4	3	.....	1	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brantford	5	5	.....	.....	.....	5	.....	5	4	.....	1	.....	.....	5	.....	.....	.....	.....	.....	1	.....	.....	1
Brockville	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chatham	3	3	.....	.....	.....	.....	3	3	1	.....	1	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cobourg	5	5	.....	.....	.....	5	.....	5	2	.....	3	.....	.....	1	.....	4	.....	.....	.....	.....	.....	.....	.....
Cornwall	4	4	.....	.....	.....	4	.....	2	2	.....	..	..	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dundas	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Galt	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Goderich	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guelph	6	6	.....	.....	.....	6	.....	6	.....	2	4	.....	.....	2	.....	2	2	.....	.....	.....	.....	.....	.....
Niagara	3	3	.....	..	.....	3	.....	3	.....	1	2	.....	.....	1	.....	2	.....	.....	.....	.....	.....	.....	.....
Owen Sound	2	2	.....	2	.....	.....	.....	2	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	1
Paris	2	1	1	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
Perth	2	2	.....	2	.....	.....	.....	2	.....	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peterboro	2	2	.....	.....	.....	2	.....	2	.....	.....	2	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Picton	5	4	1	.....	.....	1	2	5	3	1	1	.....	.....	3	.....	.....	2	.....	.....	1	.....	.....	1
Port Hope	3	3	.....	.....	.....	3	.....	3	3	.....	.....	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....
Prescott	2	2	.....	.....	.....	2	.....	2	.....	1	1	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Sarnia	2	2	.....	.....	.....	2	.....	2	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
St. Catharines	4	4	.....	3	.....	1	.....	4	3	.....	.....	.....	1	3	1	.....	.....	.....	.....	.....	.....	.....	.....
Whitby	3	3	.....	.....	.....	3	.....	3	2	.....	1	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....
Total	61	59	2	15	.....	38	5	59	27	10	18	1	3	38	4	11	6	...	1	2	...	...	3
Municipalities.																							
Amherstburgh	3	3	.....	.....	.....	3	.....	3	1	.....	1	.....	1	.....	2	1	.....	.....	.....	.....	.....	.....	.....
Barrie	2	2	.....	2	.....	.....	.....	2	.....	.....	2	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Clifton	2	2	.....	.....	.....	2	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	1	1
Simcoe	4	4	.....	4	.....	.....	.....	2	.....	.....	2	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....
Woodstock	2	2	.....	.....	.....	1	1	2	1	.....	.....	.....	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....
Total	13	13	.....	6	.....	6	1	11	3	.....	6	.....	2	4	3	2	2	...	...	...	...	1	1
Incorpor. Villages.																							
Berlin	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bowmanville	2	2	.....	.....	.....	.....	2	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brampton	2	2	.....	2	.....	.....	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caledonia	3	3	.....	.....	.....	3	.....	3	.....	.....	3	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chippewa	2	2	.....	2	.....	.....	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	1	.....	.....	.....	.....	1
Ingersoll	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	1
Kemptville	3	3	.....	.....	.....	.....	3	3	.....	3	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Napanee	3	3	.....	.....	.....	3	.....	3	.....	.....	3	.....	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....
Newcastle	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oshawa	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Preston	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Mary's	2	2	.....	2	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Thomas	1	1	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Smith's Falls	1	1	.....	.....	.....	.....	1	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stratford	1	1	.....	1	.....	.....	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Thorold	3	3	.....	.....	.....	3	.....	3	.....	.....	3	.....	.....	2	.....	1	.....	2	.....	.....	.....	.....	2
Trenton	3	3	.....	3	.....	.....	.....	3	.....	.....	2	.....	1	2	.....	1	.....	.....	.....	2	.....	.....	2
Windsor	2	2	.....	2	.....	.....	.....	2	.....	.....	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....
Vienna	1	1	.....	1	.....	.....	.....	2	.....	1	1	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....
Yorkville	1	1	.....	1	.....	.....	.....	2	2	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Total	35	35	....	16	.....	12	7	36	12	6	15	.....	3	29	.....	4	3	4	...	2	...	...	6
Grand Total	4017	3731	286	1707	1559	1354	444	3572	278	240	1425	1542	87	2738	444	147	243	21	26	55	27	72	201
Total 1856	3634	3472	162	1263	1567	1149	543	3437	317	350	1141	1398	231	2437	469	325	206	14	6	52	74	47	193
Increase	383	259	124	444	.....	205	.....	135	.....	.....	284	144	.....	301	.....	.....	37	7	20	3	...	25	8
Decrease	.....	.....	.....	.....	8	.....	99	.....	39	110	.....	.....	144	.....	25	178	.....	...	...	...	47	...	.....

SCHOOL VISITS.								LECTURES.			TIME OPEN.				
Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
												Mons.	*Days.*	*Mons.*	*Days.*
186	53	26	8	4	.....	29	66	.....	.....	.....	4	48	.....	12	.....
453	42	39	23	25	.....	66	258	.....	.....	.....	5	52	.....	10	12
110	8	20	20	20	.....	12	30	2	2	.....	1	12	.....	12	.....
242	22	36	8	5	2	52	117	22	12	10	3	36	.....	12	.....
54	10	6	3	11	.....	15	9	5	5	.....	5	60	.....	12	.....
91	13	5	2	1	.....	8	62	.....	.....	.....	4	48	.....	12	.....
144	26	20	8	10	.....	30	50	.....	.....	.....	1	12	.....	12	.....
318	4	12	17	12	2	15	256	.....	.....	.....	1	12	.....	12	.....
177	10	20	14	20	1	22	90	.....	.....	.....	1	10	13	10	13
283	27	127	4	1	.....	35	89	1	1	.....	4	48	.....	12	.....
196	10	66	6	2	.....	74	38	.....	.....	.....	2	24	.....	12	.....
24	2	2	.....	.....	.....	20	.....	.....	.....	.....	1	11	.....	11	.....
94	23	4	9	.....	.....	39	19	1	1	.....	2	22	10	11	5
54	2	12	6	6	4	24	.....	2	.....	2	2	24	.....	12	.....
159	3	60	6	2	.....	68	20	4	4	.....	2	22	.....	11	.....
109	5	53	4	3	3	21	20	3	.....	3	2	23	.....	11	15
416	46	25	71	59	2	160	53	1	1	.....	3	32	.....	10	20
74	4	40	.....	.....	.....	20	10	5	1	4	2	23	.....	11	15
19	4	8	.....	.....	.....	3	4	.....	.....	.....	2	24	.....	12	.....
246	17	58	.....	.....	1	58	113	2	2	.....	4	44	.....	11	.....
319	4	22	10	.....	1	12	270	.....	.....	.....	3	36	.....	12	.....
3768	335	661	219	181	15	783	1574	48	29	19	54	623	23	11	16
33	3	7	8	7	.....	8	.....	.....	.....	.....	2	20	15	10	7
100	3	20	25	.....	.....	49	3	.....	.....	.....	2	23	15	11	22
27	4	4	2	2	.....	10	5	2	2	.....	2	21	.....	10	15
80	8	9	11	.....	.....	42	10	.....	.....	.....	4	48	.....	12	.....
123	35	7	1	10	.....	58	12	.....	.....	.....	2	24	.....	12	.....
363	53	47	47	19	.....	167	30	2	2	.....	12	137	.....	11	12
224	5	31	19	9	4	7	149	.....	.....	.....	1	12	.....	12	.....
82	12	9	1	.....	.....	15	45	2	2	.....	1	11	.....	11	.....
121	15	11	5	.....	.....	19	71	3	3	.....	2	24	.....	12	.....
60	9	9	2	1	.....	28	11	3	3	.....	3	36	.....	12	.....
95	12	7	.....	.....	.....	42	34	.....	.....	.....	2	22	.....	11	.....
31	9	2	.....	.....	.....	20	.....	.....	.....	.....	1	12	.....	12	.....
56	3	6	2	10	.....	9	26	.....	.....	.....	3	36	.....	12	.....
40	17	.....	.....	.....	.....	9	14	5	5	.....	3	32	.....	10	20
21	6	4	.....	.....	.....	9	2	4	4	.....	1	9	.....	9	.....
79	.....	10	3	2	.....	4	60	.....	.....	.....	1	12	.....	12	.....
38	8	.....	.....	.....	.....	20	10	.....	.....	.....	1	12	.....	12	.....
10	3	.....	.....	.....	.....	7	.....	2	.....	2	2	24	.....	12	.....
79	2	11	2	3	1	23	37	6	.....	6	1	11	.....	11	.....
27	4	1	1	1	1	12	7	1	.....	1	1	12	.....	12	.....
134	5	12	.....	4	1	12	100	2	2	.....	1	11	.....	11	.....
34	1	3	1	1	.....	11	17	.....	.....	.....	3	36	.....	12	.....
158	17	2	9	22	.....	56	52	9	6	3	3	34	.....	11	10
29	1	8	5	.....	.....	6	9	.....	.....	.....	2	20	.....	10	.....
30	2	.....	4	3	.....	6	15	2	.....	2	1	12	.....	12	.....
96	6	4	4	.....	.....	58	24	.....	.....	.....	1	12	.....	12	.....
1444	137	130	58	56	7	373	683	39	25	14	34	390	.....	11	11
49196	7322	4025	1794	1634	366	17730	16325	2540	2245	295	3458	35372	11	10	6
44106	7544	3417	1838	1496	352	16270	13189	2423	1995	428	3381	34069	12	10	2
5090	.....	608	.....	138	14	1460	3136	117	250	.....	77	1302	29	.....	4
.....	222	.....	44	.....	.....	.....	.....	.....	.....	133	.....	.....	.....	.....	.....

COUNTIES.	NUMBER OF SCHOOLS USING																		
				READERS.			ARITHMETICS.				GRAMMARS.				GEOGRAPHIES.				
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	National.	English.	Various.	National.	Walkingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.	Olney's.	Various.
Counties.																			
Glengarry	56	18	18	54	...	...	47	...	...	13	1	49	...	2	...	32	...	11
Stormont	61	29	34	61	...	...	59	...	...	10	13	49	9	...	1	54	1	1
Dundas	68	30	41	68	...	...	64	7	...	...	5	41	17	...	...	68	...	...
Prescott	55	17	22	55	...	...	69	1	...	3	...	37	...	8	...	35	...	3
Russell	18	10	14	15	...	...	13	...	...	3	5	12	...	...	...	9	...	3
Carleton	94	33	59	94	...	4	79	10	1	5	14	61	21	...	...	66	2	8
Grenville	83	24	37	83	3	...	23	19	...	...	8	40	33	...	3	61	...	1
Leeds	134	54	81	134	...	...	125	6	...	3	25	36	68	...	10	101	...	...
Lanark	110	41	80	110	...	...	119	...	...	9	27	98	...	...	...	102	...	3
Renfrew	52	36	32	51	...	...	46	2	...	...	5	53	1	...	...	38	...	...
Frontenac	80	23	56	80	...	...	81	...	...	...	2	27	51	8	1	58	...	22
Addington	70	16	46	69	...	...	57	...	...	...	...	1	51	1	...	55	...	2
Lennox	40	19	29	40	...	...	40	...	...	...	1	...	37	2	...	38	...	2
Prince Edward	83	21	40	83	...	...	83	...	...	...	...	1	77	...	...	80	...	1
Hastings	140	53	85	126	...	...	125	...	...	...	7	7	95	7	15	99	...	...
Northumberland	116	46	70	116	...	...	116	...	...	...	11	18	39	22	10	107	...	...
Durham	96	38	70	97	...	...	94	10	...	...	8	27	39	7	15	76	...	...
Peterborough	52	19	27	52	...	...	47	4	...	1	14	37	3	2	...	46	...	10
Victoria	60	23	36	48	...	...	47	...	...	4	...	26	4	6	3	36	...	...
Ontario	100	36	66	100	...	...	101	1	...	...	14	56	19	9	20	72	...	2
York	134	63	99	133	...	...	135	...	...	...	38	72	8	2	10	120	...	...
Peel	76	58	71	76	...	...	76	...	...	...	44	33	4	...	25	48	...	...
Simcoe	113	54	88	113	...	...	109	...	...	...	29	60	4	...	22	62	...	...
Halton	52	44	50	52	...	...	52	...	...	...	15	37	...	...	...	5	...	3
Wentworth	73	30	59	73	...	...	85	...	...	2	...	47	26	...	6	66	...	...
Brant	62	14	39	62	...	...	63	...	...	...	2	37	23	...	...	62	...	...
Lincoln	68	22	52	68	...	...	60	...	...	8	...	22	47	3	5	53	...	9
Welland	80	28	52	80	...	...	70	...	...	14	2	15	55	9	7	59	1	...
Haldimand	80	36	49	80	...	...	76	...	...	1	...	25	41	8	...	72	...	1
Norfolk	104	30	66	105	...	...	98	...	...	...	5	13	82	...	2	89	6	...
Oxford	115	59	78	115	...	...	111	...	...	3	22	46	30	...	64	78	...	...
Waterloo	81	48	74	81	...	...	76	...	...	2	25	45	...	...	4	58	...	...
Wellington	92	44	62	92	...	2	91	...	...	3	29	64	...	2	28	60	...	...
Grey	76	46	70	76	...	...	74	...	...	...	2	61	2	...	1	52	...	...
Perth	65	37	51	65	...	...	61	...	...	5	11	45	4	...	...	52	...	5
Huron	86	52	73	86	...	...	86	...	...	...	5	76	3	...	5	68	3	3
Bruce	48	34	39	48	...	...	43	...	...	...	3	30	2	...	...	35	...	...
Middlesex	152	57	129	152	...	...	136	3	...	9	28	97	16	...	153	104	...	3
Elgin	107	26	64	107	...	...	106	...	...	...	4	48	31	5	11	61	3	7
Kent	78	34	42	78	...	...	75	...	...	2	6	55	7	7	7	61	2	2
Lambton	84	32	44	84	...	...	83	...	...	...	16	66	2	...	6	63	...	...
Essex	43	43	28	43	...	6	46	...	...	4	16	23	6	4	19	26	1	1
Total	3437	1466	2322	3405	3	12	3227	72	1	104	442	1693	957	114	453	2587	19	103
Cities.																			
Toronto	14	14	8	8	...	8	8	...	8	...	...	8	...	8	8	8	...	...
Hamilton	10	...	8	...	...	...	8	...	...	...	8	...	...	...	...	8	...	...
Kingston	15	4	4	3	...	...	7	...	...	...	...	5	...	...	3	5	...	...
London	4	..	...	4	...	...	4	...	...	...	...	1	...	1	2	...	...	...
Ottawa	17	8	9	9	...	...	8	...	...	...	3	5	...	...	4	3	...	1
Total	60	26	29	24	...	8	35	...	8	...	11	19	...	9	15	24	...	1

BOOKS AND APPARATUS.

SPELLING BOOKS.				HISTORIES.				BOOK-KEEPING.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.			
Mayor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.
...	13	45	4	13	...	2	2	6	7	10	...	4	7	1	8	...	...	9	23	40	5	9
5	...	34	8	12	...	9	...	15	4	1	1	...	2	1	...	...	...	...	6	37	...	2
47	13	8	3	6	5	...	...	12	7	12	...	...	13	1	2	...	...	...	7	61	6	3
3	11	30	4	...	...	6	9	17	...	11	3	...	6	...	4	...	...	...	10	26	4	11
3	...	7	3	1	2	...	3	1	...	...	...	...	...	...	...	...	...	...	13	8	...	3
19	46	20	6	6	3	3	3	28	4	6	3	...	11	...	10	3	...	2	32	52	...	6
18	12	36	11	16	3	...	...	14	4	9	...	2	8	...	4	...	...	3	18	66	3	5
79	12	28	11	14	...	...	16	28	5	15	...	...	8	...	6	...	...	1	22	94	4	4
...	49	34	11	10	3	2	11	20	5	17	5	...	17	2	9	...	...	1	75	59	8	11
9	11	18	5	1	...	...	10	13	...	3	...	2	2	2	1	...	...	...	20	20	4	4
...	33	36	10	18	6	3	...	22	...	1	...	8	3	...	4	...	...	10	15	58	4	6
...	24	33	...	3	...	...	23	17	...	7	...	...	11	...	7	...	...	4	22	51	4	4
...	10	14	17	16	...	...	6	12	...	3	...	...	6	...	7	...	...	7	17	33	6	4
...	5	78	...	24	...	17	...	28	...	12	...	...	24	...	13	...	...	28	74	78	13	24
...	7	117	...	22	1	14	18	21	2	8	...	3	14	4	8	...	...	5	75	102	15	52
4	18	70	1	5	1	2	3	15	3	4	1	...	24	2	3	...	...	2	68	103	478	207
...	40	42	3	14	3	5	1	2	2	10	...	...	17	...	9	...	...	2	46	74	8	26
...	1	36	3	10	12	2	1	12	4	13	...	1	8	...	8	...	...	3	22	24	2	2
...	11	18	...	12	1	...	7	8	2	5	...	2	10	...	7	...	...	...	36	27	6	11
...	7	67	2	20	2	10	8	24	3	17	...	9	19	...	18	...	...	5	177	85	14	23
...	9	180	...	34	5	7	19	65	9	55	4	...	114	6	41	...	...	10	122	116	22	55
..	11	35	6	13	6	...	4	36	...	...	17	...	31	...	4	...	...	4	73	68	5	47
4	11	59	5	9	...	4	13	18	...	14	1	...	13	2	4	...	...	11	64	55	3	19
...	...	52	...	19	4	...	6	20	5	23	1	...	17	...	14	...	...	10	44	54	9	16
...	16	21	8	16	...	3	1	23	3	8	3	...	18	...	11	...	...	6	47	67	10	14
...	21	23	...	13	14	1	18	22	...	13	...	...	21	1	13	...	...	6	62	62	12	28
...	13	39	...	9	...	...	28	18	4	7	2	...	23	...	10	...	...	4	84	68	20	28
...	33	44	6	9	3	...	26	16	6	10	2	...	35	...	15	...	...	...	56	66	17	17
2	40	32	...	...	...	5	14	17	2	8	...	1	15	...	3	...	...	4	55	67	10	20
...	60	29	3	27	...	...	23	24	1	8	...	3	13	...	9	...	...	1	59	94	16	22
...	48	32	34	19	8	...	24	36	3	19	4	...	37	2	18	...	...	11	91	104	19	46
1	23	21	14	1	...	1	19	10	1	13	...	...	16	1	10	...	...	15	63	27	3	12
...	9	28	20	4	...	...	12	22	2	16	6	...	22	...	16	...	...	20	50	66	13	18
1	5	27	4	...	...	...	8	4	3	1	4	...	4	2	3	...	...	3	31	39	2	14
...	6	28	13	3	...	1	3	11	1	9	1	...	11	...	4	...	...	1	47	51	2	10
...	15	28	1	...	...	1	8	3	1	8	...	...	5	...	5	...	...	10	59	55	1	7
...	1	14	7	...	5	1	2	1	1	2	...	...	3	...	2	...	...	2	6	23	1	1
5	28	61	21	24	15	...	31	54	5	24	22	...	57	1	28	...	...	5	131	110	9	27
...	14	18	70	1	...	3	21	20	7	12	2	...	26	4	13	...	...	...	90	103	23	30
...	10	16	30	30	1	3	2	9	12	8	2	...	14	...	12	...	...	13	70	70	32	42
2	11	20	17	4	...	...	11	10	3	3	...	...	5	...	4	...	...	2	41	55	2	9
...	3	12	22	2	...	...	7	11	2	4	...	...	2	...	2	...	...	1	40	31	1	9
202	710	1420	383	460	103	105	419	765	118	429	91	35	712	32	369	3	...	221	2171	2546	816	908
...	...	8	...	...	...	...	8	8	...	8	...	8	8	8	...	...	...	...	8	...	8	8
...	...	8	...	...	...	...	8	...	8	8	...	8	...	...	1	...	...	1	8	8	8	8
...	...	4	5	...	...	...	5	4	...	4	...	...	3	...	1	...	...	5	11	2	1	5
...	...	4	...	...	...	...	1	...	1	1	...	...	1	...	1	...	...	...	4	4	4	4
...	...	4	5	8	...	...	...	6	1	4	1	6	...	...	5	...	...	1	9	9	...	9
...	...	28	10	8	...	...	22	18	10	25	1	22	12	8	8	...	...	7	40	23	21	34

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	NUMBER OF SCHOOLS USING																	
				READERS.			ARITHMETICS.				GRAMMARS.				GEOGRAPHIES.			
	No. of Schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	National.	English.	Various.	National.	Walkingham's.	Thompson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse's.	Olney's.	Various.
Towns.																		
Belleville	4	1	4	4	...	...	4	...	...	...	1	3	...	...	2	3	...	...
Brantford	5	3	3	4	...	...	5	...	...	...	...	2	...	1	1	4	...	...
Brockville	1	1	1	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...
Chatham	3	1	1	3	...	...	3	...	...	...	1	2	...	...	1	2	...	...
Cobourg	5	5	5	5	...	...	6	...	...	...	1	2	...	2	...	5	...	...
Cornwall	4	4	3	4	...	...	4	...	...	...	...	4	...	...	1	3	...	...
Dundas	1	4	1	1	...	...	1	...	...	...	...	...	1	...	...	1	...	...
Galt	1	1	1	1	...	...	1	...	...	...	...	1	...	1	...	1	...	1
Goderich	1	1	1	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...
Guelph	5	3	3	4	...	...	4	...	...	1	...	4	...	...	2	3	...	...
Niagara	2	1	1	1	...	1	2	...	...	...	...	1	...	1	...	1	...	1
Owen Sound	1	...	1	1	...	...	1	...	...	...	...	1	...	...	1	1	...	...
Paris	1	1	...	1	...	...	1	...	...	...	1	...	...	...	1	...	...	...
Perth	1	1	1	1	...	...	1	...	...	...	1	...	...	...	...	1	...	1
Peterborough	2	2	1	2	...	...	2	...	1	...	...	2	...	...	...	2	...	...
Picton	2	1	1	1	...	1	2	...	...	...	...	1	1	...	1	1	...	...
Port Hope	3	3	3	3	...	...	3	...	...	...	...	...	...	3	3	...	...	...
Prescott	2	1	2	1	...	1	1	1	...	...	1	1	...	...	1	1	...	1
Sarnia	2	2	...	2	...	...	2	...	...	...	...	1	...	...	...	1	...	...
St. Catharines	3	2	2	3	...	...	1	1	2	...	...	3	2	1	...	3	...	3
Whitby	3	...	1	3	...	...	3	...	...	...	...	3	...	...	...	3	...	...
Total	52	35	38	47	...	3	49	2	3	1	6	33	4	9	14	40	...	7
Town Municipalities.																		
Amherstburgh	2	...	...	2	...	...	...	...	2	...	...	2	...	...	...	2	...	...
Barrie	2	1	1	1	1	...	2	1	1	1	1	...	...	1	1	1	...	...
Clifton	2	2	1	2	...	...	2	...	...	...	1	1	...	...	...	...	...	2
Simcoe	2	2	2	2	...	...	2	...	...	...	2	...	...	...	2	...	...	...
Woodstock	2	...	2	1	...	1	1	1	...	...	...	1	...	1	...	2	...	...
Total	10	5	6	8	1	1	7	2	3	1	4	4	...	2	3	5	...	2
Incorporated Villages.																		
Berlin	1	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...
Bowmanville	2	1	1	1	...	...	1	...	...	...	...	1	...	1	...	1	...	...
Brampton	1	1	2	2	...	...	2	...	...	...	...	2	...	...	...	2	...	...
Caledonia	3	3	3	...	...	...	3	...	...	...	...	3	...	...	3	...	...	...
Chippewa	2	...	...	2	...	...	2	...	...	...	...	2	...	...	...	2	...	...
Ingersoll	1	...	...	1	...	...	1	...	1	...	...	1	...	...	...	1	...	...
Kemptville	3	...	2	3	...	...	...	...	3	...	...	3	...	...	1	2	...	...
Napanee	3	3	3	3	...	...	3	...	...	...	...	...	2	...	...	2	...	...
Newcastle	1	1	1	1	...	...	1	...	...	...	...	1	...	1	...	1	...	...
Oshawa	1	...	...	1	...	...	1	...	...	...	...	...	...	1	1	1	...	...
Preston	1	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...
St. Mary's	1	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...
St. Thomas	1	...	...	1	...	...	1	...	...	...	...	1	1	...	...	1	...	...
Smith's Falls	1	1	1	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...
Stratford	1	...	...	1	...	...	1	...	...	...	...	1	...	...	1	1	...	...
Thorold	3	3	3	3	...	...	2	...	1	...	1	2	1	...	...	2	...	2
Trenton	3	1	...	3	...	...	3	...	...	...	3	...	3	...	...	3	...	...
Windsor	2	2	2	2	...	...	1	...	...	1	...	1	...	1	...	1	...	...
Vienna	1	...	1	1	...	...	1	...	...	1	...	...	1	...	...	1	...	1
Yorkville	1	1	1	1	...	...	1	...	...	...	...	1	...	...	1	...	...	...
Total	33	17	20	30	...	...	28	...	5	1	4	23	8	4	7	25	...	3
Grand Total	3592	1549	2415	3514	4	16	3346	76	20	108	467	1772	969	138	492	2681	19	116
Total, 1856	3472	1001	1854	3054	123	116	3000	230	109	175	758	1642	911	145	407	2494	249	189
Increase	120	548	561	460	...	...	346	...	...	...	...	130	58	...	85	187	...	...
Decrease	...	...	...	...	119	100	...	154	89	67	291	...	...	7	...	...	230	73

BOOKS AND APPARATUS.

SPELLING BOOKS.				HISTORIES.				BOOK-KEEPING.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.			
Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Bridge's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Maps.	Blackboards.	Holbrook's Apparatus.	Tablet Lessons.
...	...	4	...	3	...	3	...	2	...	2	...	2	...	...	3	3	...	...	4	4	4	4
...	3	1	...	...	...	...	1	1	2	1	...	...	1	...	1	...	...	1	4	3	1	4
...	...	1	...	...	...	...	1	1	...	...	...	...	...	...	1	...	...	1	1	1	1	1
...	...	2	1	1	1	...	...	1	...	1	...	...	1	...	1	...	...	1	3	3	...	...
...	...	2	3	...	...	...	5	3	1	1	2	...	1	1	...	...	...	1	5	5	...	5
...	...	...	...	1	...	1	2	4	...	...	...	1	...	...	1	...	1	1	2	4	...	...
...	1	1	...	...	...	..	1	1	...	1	...	...	1	...	1	...	...	2	1	1	1	...
...	...	...	1	..	...	1	1	...	...	...	...	...	2	...	1	...	...	1	1	1	1	1
...	...	1	...	1	...	1	...	...	1	1	...	...	1	...	...	...	...	3	1	1	1	1
...	2	2	...	2	...	...	1	2	1	1	1	...	2	..	2	...	...	...	4	1	...	...
...	...	1	...	1	1	...	1	2	...	2	...	...	2	1	1	...	...	...	1	1	1	1
...	...	1	...	1	...	...	...	...	1	1	...	...	1	...	1	...	...	...	1	3	...	1
...	...	1	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	1	1	1	1
...	1	1	...	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...	1	1	1	1
...	...	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1
...	2	...	...	...	1	1	...	...	...	...	..	1	...	...	...	...	...	...	1	1	...	1
...	...	3	...	...	...	...	2	3	...	3	...	...	2	...	1	...	...	2	3	3	1	3
...	...	...	2	...	...	...	1	2	...	2	...	...	1	...	1	...	...	1	2	2	...	...
...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1
...	...	...	3	2	...	1	1	2	1	1	...	...	3	...	3	...	...	2	3	3	...	3
...	...	3	...	3	...	2	...	1	1	1	...	...	2	...	...	...	...	...	3	3	3	3
...	9	26	12	16	3	12	17	27	8	19	3	4	21	2	18	3	1	16	44	44	16	32
...	...	...	...	2	...	...	...	...	2	2	...	...	1	1	...	...	...	1	1	1	...	1
...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	...	...
...	...	...	...	1	...	...	...	...	1	...	1	...	...	...	2	...	...	2	1	1	...	...
...	...	2	...	...	...	...	...	2	...	2	...	...	2	...	1	...	...	...	2	3	2	1
...	...	2	...	...	...	...	2	2	...	2	...	...	2	...	2	...	...	3	2	2	2	2
...	...	5	...	4	...	...	2	4	3	6	1	...	5	1	5	...	...	6	7	9	4	4
...	...	...	...	1	...	1	...	...	1	1	...	1	2	...	1	...	2	...	1	1	1	1
...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1
...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...
...	...	3	...	3	...	...	...	3	...	3	...	...	3	...	2	...	...	..	3	3	2	...
...	...	...	...	...	...	...	...	...	...	2	...	...	2	...	...	...	...	...	2	2	...	...
...	...	1	...	1	...	...	...	...	...	1	...	...	1	...	1	...	...	...	1	1	1	1
...	...	1	1	2	...	...	1	2	...	1	...	...	3	...	2	...	...	...	3	3	3	3
2	...	1	...	...	...	...	2	2	...	...	...	...	1	...	1	...	...	...	1	1	1	...
1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	1	1	...	1
...	...	1	...	...	...	...	1	...	1	1	...	...	1	...	1	...	...	1	1	1	1	1
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1
...	...	...	...	...	...	...	1	1	...	...	1	1	...	1	...	...	...	...	1	1	...	1
...	1	...	...	1	...	...	...	...	1	1	...	...	1	...	2	...	...	...	1	1	1	1
...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1
...	...	1	...	1	...	1	...	...	1	...	...	...	1	1	...	...	...	1	1	1	...	1
...	1	2	...	1	1	...	1	...	3	1	...	1	2	...	3	...	...	1	3	3	1	...
...	...	3	...	3	3	...	...	3	...	3	...	...	3	...	...	...	...	...	3	3	...	3
...	...	...	2	1	...	...	...	...	1	...	...	...	2	2	...	...	...	1	...	2	...	...
...	...	1	...	1	...	...	...	...	...	...	...	...	1	1	1	...	...	1	1	1	1	1
...	...	1	...	1	1	1	...	1	...	1	...	1	...	...	1	...	...	...	1	1	...	1
3	2	19	5	19	5	4	6	12	8	17	1	4	23	5	16	...	2	5	28	30	15	18
205 382	721 525	1498 1010	410 535	507 466	111 72	121 151	466 213	826 685	147 245	496 357	97 195	65 225	773 280	48 47	416 336	6 89	3 ...	255 222	2290 1924	2632 2480	872 520	996 697
... 177	196 ...	488 ...	... 125	41 ...	39 ...	... 30	253 ...	141 ...	... 98	139 ...	... 98	... 160	493 ...	1 ...	80 ...	... 83	3 ...	33 ...	366 ...	172 ...	352 ...	299 ...

	MUNICIPALITIES.	No. of Separate Schools.	MONEYS. Amount of the Legislative School Grant.	Amount raised from Local Tax on supporters.	Amount raised by Rate-bill from supporters.	Amount subscribed by supporters.	Total Amount received.	Amount Paid to Teachers.	Amount Paid for other purposes
	School Sections.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Arthur, No. 1	1	10 16 0	... ...	... ...	... ...	10 16 0	10 16 0	... ...
2	Arthur, No. 2	1	17 12 9	68 12 2	... ...	... ...	86 4 11	43 11 8	42 13 3
3	Augusta, No. 15	1	1 19 4	... ...	... ...	22 0 6	23 19 10	23 19 10	... ...
4	†Bastard, No. 1	1	... ...	17 10 0	10 0 0	... ...	27 10 0	27 10 0	... ...
5	Camden East, No. 15	1	6 9 2	... ...	8 16 10	... ...	15 6 0	15 6 0	... ...
6	Cumberland, No. 1	1	7 2 10	... ...	... ...	... ...	7 2 10	7 2 10	... ...
7	Carrick	1	12 3 9	3 4 0	2 17 6	3 15 0	22 0 3	17 14 11	4 5 4
8	Charlottenburgh, No. 10	1	11 3 2	12 10 0	11 8 9	... ...	35 1 11	22 0 0	13 1 11
9	Charlottenburgh, No. 15	1	3 0 9	... ...	... ...	9 9 3	12 10 0	12 10 0	... ...
10	Charlottenburgh, No. 16	1	10 4 7	18 0 0	6 17 0	... ...	35 1 7	33 6 8	1 14 11
11	Charlottenburgh, No. 17	1	4 3 8	0 10 4	... ...	22 10 0	27 4 1	23 10 0	3 14 1
12	Etobicoke, No. 6	1	7 17 0	... ...	... ...	... ...	7 17 0	7 17 0	... ...
13	Edwardsburgh, No. 1 ... }	1	2 19 10	41 8 2	... ...	... ...	44 8 0	27 0 0	17 8 0
14	Edwardsburgh, No. 2 ... }		... ...	... ...	... ...	... ...	... ...	... ...	... ...
15	Ellice, No. 7	1	2 18 6	... ...	... ...	... ...	2 18 6	... ...	2 18 6
16	Fitzroy, No. 8	1	2 15 2	... ...	... ...	35 5 6	38 0 8	38 0 8	... ...
17	Grantham, No. 7	1	11 7 1	... ...	36 0 0	11 15 6	59 2 7	47 15 6	11 7 1
18	Hawkesbury East, No. 4	1	... ...	25 0 0	... ...	... ...	25 0 0	25 0 0	... ...
19	Hawkesbury East, No. 7	1	5 5 3	15 0 0	... ...	... ...	20 5 3	15 0 0	5 5 3
20	Hallowell, No. 12	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
21	†Hallowell, No. 15	1	... ...	5 5 0	8 5 0	... ...	13 10 0	13 0 0	0 10 0
22	*Hibbert and Logan, No.1	1	8 15 11	19 16 10	13 15 0	... ...	42 7 9	33 6 8	9 1 1
23	Kitley, No. 10	1	3 0 3	17 10 6	... ...	... ...	20 10 9	20 10 9	... ...
24	*Kingston, No. 1	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
25	Kingston, No. 8	1	4 17 2	... ...	7 10 6	37 10 0	49 17 8	40 2 10	9 14 10
26	Lancaster, No. 9	1	7 8 10	7 1 6	... ...	... ...	14 10 4	... ...	14 10 4
27	Lancaster, No. 10	1	1 11 2	4 13 0	2 17 0	... ...	9 1 2	9 1 2	... ...
28	Lancaster, No. 11	1	5 19 8	2 10 0	... ...	... ...	8 9 8	8 9 8	... ...
29	*Lancaster, No. 12	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
30	Leeds & Lansdown F., No.3	1	14 17 6	40 0 0	10 0 0	... ...	64 17 6	55 0 0	9 17 6
31	Lochiel, No. 10	1	32 4 8	... ...	... ...	102 14 2	134 18 10	110 0 0	24 18 10
32	*MacNab, No. 6	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
33	†Malden, No. 1	1	... ...	30 0 0	4 10 0	... ...	34 10 0	34 10 0	... ...
34	Markham & Vaughan, No.1	1	9 10 4	5 4 0	22 2 6	... ...	36 16 10	36 0 0	0 16 10
35	Nottawasaga, No. 2	1	7 5 4	... ...	... ...	... ...	7 5 4	... ...	3 5 4
36	Nepean, No. 13	1	5 0 9	9 17 6	10 2 6	... ...	25 0 9	22 10 0	2 10 9
37	Nichol, No. 1	1	8 5 2	... ...	33 14 9	63 15 0	105 14 11	80 10 0	25 4 3
38	Oneida, No. 6	1	1 3 8	80 0 0	5 12 10	1 2 1	87 18 7	87 18 7	... ...
39	Ops, No. 6	1	19 19 6	110 0 0	... ...	... ...	129 19 6	100 0 0	29 19 6
40	Orillia, No. 1	1	16 18 0	29 16 6	11 16 2	13 10 11	72 1 7	70 0 0	2 1 7
41	Pilkington, No. 6	1	1 0 0	... ...	... ...	... ...	1 0 0	... ...	1 0 0
42	Pittsburgh, No. 8	1	3 0 1	17 10 0	... ...	... ...	20 10 0	17 10 0	3 0 0
43	Pittsburgh, No. 9	1	8 8 3	28 0 0	4 16 1	... ...	41 4 4	27 16 3	13 8 1
44	Raleigh, No. 6	1	2 1 7	36 15 5	... ...	2 5 8	41 2 8	35 0 0	6 2 8
45	*Sombra, No. 5	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
46	Thurlow, No. 20	1	15 13 8	56 0 0	... ...	0 11 1	72 4 9	52 11 5	19 13 4
47	*Tecumseth, No. 5	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
48	†Vaughan, No. 1	1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
49	Whitchurch, No. 1	1	12 14 4	... ...	... ...	... ...	12 14 4	12 14 4	... ...
50	Windham, No. 8	1	0 14 8	... ...	... ...	... ...	0 14 8	0 14 8	... ...
51	*Williams, No. 11	1	3 0 0	... ...	20 0 0	7 0 0	30 0 0	30 0 0	... ...
52	Westminster, No. 13	1	2 11 8	10 0 0	10 0 0	... ...	22 11 8	22 11 8	... ...
53	Wilmot, No. 15	1	15 2 5	79 8 1	15 1 0	... ...	109 11 6	70 8 10	39 2 8
54	Wolford, No. 20	1	11 4 1	... ...	2 10 0	60 7 11	74 2 0	... ...	74 2 0
55	Wolfe Island, No. 1	1	4 7 0	30 0 0	13 0 0	... ...	47 7 10	30 0 0	17 7 10
56	Wellesley, No. 9	1	2 0 11	99 0 2	... ...	... ...	101 1 1	16 10 0	84 11 1
57	Wellesley, No. 10	1	6 4 16	10 0 0	17 2 9	... ...	133 7 3	30 0 0	3 7 3
58	Wellesley, No. 11	1	9 10 11	50 18 0	21 18 0	... ...	82 6 11	65 5 0	17 1 11
59	York, No. 1	1	8 164	... ...	... ...	... ...	8 16 4	8 16 4	... ...
	Total	58	371 8 0	981 1 2	310 14 2	393 12 7	2056 15 11	1538 19 11	517 16 0

* Closed.
† Returns defective.

PUPILS AND TIME		TEACHERS.					Religious Exercises.		STUDIES.										MAPS, APPARATUS, ETC.				
No. of Pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Brothers of Religious Orders.	Sisters of Religious Orders.	No. of schools opened and closed with prayer.	No. of schools reading the Bible.	No. of schools teaching reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboards.	Libraries.	When first established.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1854
123	11	1	1	.....	.....	.....	1	.....	1	1	1	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1854
61	8	1	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
57	9	1	1	.....	.....	.....	.....	.....	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
62	8	1	1	.....	.....	.....	1	1	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1853
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
29	8	1	1	.....	.....	.....	.....	.....	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
42	9	1	1	.....	.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1856
27	6	1	.....	1	.....	.....	1	.....	1	1	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1804
48	10	1	.....	1	.....	.....	1	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1848
38	11	1	.....	1	.....	.....	1	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1855
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1843
45	12	1	.....	1	.....	.....	1	.....	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	1	.....	1	.....	1857
43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
48	11	1	1	.....	.....	.....	1	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
35	6	1	1	.....	.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
83	11	1	1	.....	.....	.....	1	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1837
54	10	1	.....	1	.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
59	10	1	.....	1	.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1855
56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
22	11	1	.....	1	.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1853
56	8	1	.....	1	.....	.....	.....	.....	.....	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
65	6	.....	.....	.....	.....	.....	.....	.....	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1844
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
49	10	1	1	.....	.....	.....	.....	.....	1	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
51	11	1	1	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
41	9	2	2	.....	.....	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
61	11	1	1	.....	.....	.....	1	.....	.....	.....	1	1	1	1	.....	.....	.....	.....	.....	1	.....	.....	.....	1856
28	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1855
76	12	1	1	.....	.....	.....	1	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
133	11	2	1	1	.....	.....	1	1	.....	1	1	1	1	1	1	1	1	1	1	.....	.....	.....	.....	1854
.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1887
36	7	1	1	.....	.....	.....	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1854
45	11	1	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
21	11	1	1	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
98	11	1	1	.....	.....	.....	1	.....	1	1	1	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1840
84	12	1	1	.....	.....	.....	1	.....	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1854
114	11	1	1	.....	.....	.....	1	1	1	1	1	1	1	1	1	1	1	1	.....	1	1	1	.....	1856
51	8	1	.....	.....	.....	.....	1	.....	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
34	9	.....	.....	.....	.....	.....	1	.....	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
31	10	1	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
58	10	1	.....	1	.....	.....	1	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
48	6	1	1	.....	.....	.....	1	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
62	11	1	.....	1	.....	.....	1	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1849
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1856
52	6	1	1	.....	.....	.....	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	1	1	1	.....	1855
23	6	1	.....	1	.....	.....	1	.....	1	.....	1	1	1	1	.....	.....	.....	.....	.....	1	.....	.....	.....	1847
89	12	1	1	.....	.....	.....	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	1	.....	1	.....	1844
47	10	1	1	.....	.....	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	1	1	.....	.....	1854
75	12	1	.....	1	.....	.....	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1853
53	10	1	.....	1	.....	.....	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1857
81	8	1	1	.....	.....	.....	1	.....	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1847
31	11	1	.....	1	.....	.....	1	1	1	1	1	.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1850
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1857
2654	10	44	27	17	.....	.....	29	9	40	38	43	36	30	10	7	3	2	2	1	11	3	7	.....	.....

PART II.—Table G. THE GRAMMAR SCHOOLS

MON-

COUNTIES.		THE GRAMMAR SCHOOLS.	RECEIPTS. From the Grammar School Fund.	LOCAL SOURCES. From Fees.	LOCAL SOURCES. From Municipal Grants.	LOCAL SOURCES. Balances and other sources.	Total Receipts for Grammar School purposes.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry	1	Cornwall	150 0 0	119 12 6		241 13 1	511 5 7
	2	Williamstown	100 0 0	23 0 0		13 13 4	136 13 4
	3	Matilda	100 0 0	94 5 7	30 0 0	33 15 6	258 1 1
Prescott and Russell	4	L'Orignal	100 0 0	25 19 4			125 19 4
	5	Vankleekhill	59 10 0	25 0 0			84 10 0
Carleton	6	Ottawa	170 0 0	65 12 6	5 0 0	28 5 6	268 18 0
	7	Richmond	70 0 0	76 0 0	5 0 0		151 0 0
Leeds and Grenville	8	Brockville	160 0 0	146 2 11		100 0 0	406 2 11
	9	Prescott	67 0 0	98 13 5	128 0 0	46 13 4	340 6 9
	10	Kemptville	55 0 0	60 0 0	20 0 0	66 10 0	201 10 0
	11	Gananoque	35 0 0	31 4 4		19 15 0	85 19 4
Lanark and Renfrew	12	Smith's Falls	40 0 0	20 16 3	89 3 9		150 0 0
	13	Perth	140 0 0		55 0 0	70 0 0	265 0 0
	14	Lanark	40 0 0	6 11 3		118 8 9	165 0 0
	15	Carleton Place	40 0 0	107 18 4		35 0 0	182 18 4
Frontenac, Lennox and Addington	16	Kingston	150 0 0	102 0 0		192 12 9	444 12 9
	17	Newburgh	100 0 0	29 14 4		87 10 0	217 4 4
	18	Napanee	80 0 0	64 19 2	50 0 0	44 14 7	239 13 9
	19	Bath	60 0 0		25 0 0	86 2 6	171 2 6
Prince Edward	20	Picton	100 0 0	45 0 0	50 0 0		195 0 0
	21	Consecon	70 0 0			121 15 0	191 15 0
Hastings	22	Belleville	200 0 0	12 0 0	87 10 0	116 10 0	416 0 0
Northumberland and Durham	23	Port Hope	100 0 0	157 0 0	250 0 0		507 0 0
	24	Cobourg	120 0 0	90 0 0			210 0 0
	25	Brighton	28 0 0	25 0 0		20 0 0	73 0 0
	26	Bowmanville	76 0 0	37 10 0	100 0 0	40 0 0	253 10 0
	27	Colborne	76 0 0	25 1 3		57 1 9	158 3 0
Peterboro and Victoria	28	Peterborough	100 0 0	49 12 2	12 1 2	30 0 0	191 13 4
	29	Norwood	50 0 0	8 3 9		235 16 11	294 0 8
	30	Lindsay	50 0 0	74 18 8	87 1 4	121 7 10	333 7 10
Ontario	31	Whitby	160 0 0	132 10 0	47 10 0	18 12 6	358 12 6
	32	Oshawa	50 0 0	47 5 0		6 9 11	103 14 11
York and Peel	33	Toronto	240 0 0	316 14 3	250 0 0	281 13 4	1088 7 7
	34	Newmarket	120 0 0	107 11 0	37 10 0	8 2 6	273 3 6
	35	Streetsville	95 0 0	22 0 7	37 10 0	2 8 9	156 19 4
	36	Richmond Hill	95 0 0	53 9 2	37 10 0	11 7 10	197 7 0
	37	Brampton	95 0 0	19 10 0	100 0 0	8 10 0	223 0 0
	38	Weston	25 0 0	17 15 0	37 10 0	161 2 6	241 7 6
Simcoe	39	Bond Head	25 0 0	44 16 9		75 12 10	145 9 7
	40	Barrie	160 0 0	73 0 0	75 0 0		308 0 0
Halton	41	Milton	100 0 0	46 10 0	31 16 1	26 6 3	204 12 4
	42	Oakville	100 0 0	40 12 6	84 7 10	32 6 3	257 6 7
Wentworth	43	Hamilton	140 0 0			60 0 0	200 0 0
	44	Ancaster	70 0 0		40 0 0		110 0 0
	45	Dundas	70 0 0	187 15 0	75 0 0	219 9 10	552 4 10
	46	Waterdown	31 5 0	35 10 0	40 0 0		106 15 0
Brant	47	Brantford	104 0 0	80 0 0		399 2 10	583 2 10
	48	Paris	75 0 0	1 10 0	124 7 9	382 5 0	583 2 9
	49	Scotland	50 0 0	11 13 4			61 13 4
Lincoln and Welland	50	Niagara	100 0 0	150 0 0			250 0 0
	51	St. Catharines	50 0 0	474 6 3	50 0 0	603 17 6	1178 3 9
	52	Grimsby	32 0 0	65 18 6	50 0 0		147 18 6
	53	Beamsville	50 0 0	28 8 3	50 0 0	60 17 7	189 5 10
	54	Merrittsville	50 0 0	15 0 0		11 5 0	76 5 0
	55	Drummondville	25 0 0	65 10 0	995 4 9	121 19 7	1207 14 4
Haldimand	56	Caledonia	100 0 0	18 19 9	122 17 8		241 17 5
Norfolk	57	Simcoe	124 0 0	78 16 3		23 1 3	225 17 6
	58	Port Dover	80 0 0			185 0 0	265 0 0
Oxford	59	Woodstock	180 0 0	110 1 11			290 1 11
	60	Ingersoll	100 0 0	36 12 0	29 16 4		166 8 4
Waterloo	61	Berlin	80 0 0	28 10 0	67 2 6		175 12 6
	62	Galt	140 0 0	277 5 8	75 0 0	165 9 11	657 15 7
Wellington	63	Guelph	150 0 0	24 13 9	176 17 0		351 10 9
	64	Elora	100 0 0	42 0 0	20 0 0		162 0 0
Grey	65	Owen Sound	87 0 0	27 0 0	30 0 0	236 0 0	380 0 0
Perth	66	Stratford	150 0 0	47 5 0	100 0 0	29 15 0	327 0 0
Huron and Bruce	67	Goderich	180 0 0	163 18 2	146 8 0	11 3 5	501 9 7
Middlesex	68	London	280 0 0	188 12 6		178 13 7	647 6 1
Elgin	69	St. Thomas	100 0 0	38 16 3	112 10 0		251 6 3
	70	Vienna	87 10 0	23 18 6	80 0 0	66 15 11	258 4 5
Kent	71	Chatham	180 0 0	113 18 1	25 0 0	118 4 6	437 2 7
Lambton	72	Port Sarnia	125 0 0	20 0 0	45 0 0		190 0 0
		Total 1857	7042 5 0	4879 9 2	4207 14 2	5432 19 5	21562 7 9
		Total 1856	6661 0 0	4990 11 9	3447 1 7	4149 8 4	19248 1 9
		Increase	381 5 0		760 12 7	1283 11 1	2314 6 0
		Decrease		112 2 7			

‡ The payment of the Grant of the last half year was stopped

EYS.

EXPENDITURES.						NAMES OF THE HEAD MASTERS.
For Masters Salaries.	For Building, Rent and Repairs.	For Maps and Apparatus.	For Contingencies and Books.	Total Expenditure for Grammar Schools. 1857.	Balance over.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
265 2 6	224 8 6		6 8 9	495 19 9	15 5 10	Wm. Kay, A.M., *Queen's College*, Kingston.
136 13 4				136 13 4		Wm. Fergusson, A.M., *St. Andrew's*, Scotland.
233 2 3	11 18 9		13 0 1	258 1 1		E. R. Davies.†
125 19 4				125 19 4		Alexander McNaughton.*
37 10 0				37 10 0	47 0 0	Rev. Daniel Clark, A.M., *King's Coll.*, Aberdeen.
215 13 4			26 17 8	242 11 0	26 7 0	Oliver T. Miller, A.M., *University of Glasgow.*
135 0 0			5 0 0	140 0 0	11 0 0	Rev. C. B. Pettit, B.A., *McGill Coll.*, Montreal.
373 6 11			32 16 0	406 2 11		John J. Dunlop, A.M., *Trinity Coll.*, Dublin.
287 10 0	38 2 5		14 14 4	340 6 9		David Beach, M.A., *Victoria College*, Cobourg.
79 0 0	2 0 7		6 1 5	87 2 0	114 8 0	J. M. Fraser, B.A.
83 6 8				83 6 8	2 12 8	William Bell, A.B., *Queen's College*, Kingston.
150 0 0				150 0 0		Alex. McLennan, A.B., *Queen's Coll.*, Kingston.
200 0 0				200 0 0	65 0 0	John McLean Bell, A.B., *Glasgow*, Scotland.
115 0 0	40 0 0		10 0 0	165 0 0		William Stitt.†
147 9 11	27 0 0		4 7 8	178 17 7	4 0 9	Peter McLaren, A.B., *Queen's Coll.*, Kingston.
242 0 0	2 12 0	5 0 0	11 8 6	261 0 6	183 12 3	Wm. J. Irwin, M.A., *Cambridge*, England.
150 0 0	26 0 0		41 4 4	217 4 4		William Lewin, A.B., *Trinity College*, Dublin.
168 14 11		6 10 0	36 13 3	211 18 2	27 15 7	Robert Phillips.†
136 2 6			25 0 0	161 2 6	10 0 0	John M. McLochlin†
175 0 0	12 10 0		7 10 0	195 0 0		Donald McLennan.†
191 0 0			0 15 0	191 15 0		Neil Dunbar, A.B., *Queen's College*, Kingston.
350 0 0		35 0 0	31 0 0	416 0 0		Alexander Burdon, *St. Andrew's*, Scotland,*
375 0 0	40 0 0		32 6 9	447 6 9	59 13 3	John Gordon.†
210 0 0				210 0 0		W. S. Lightburne, M.A., *Univ. of Toronto.*
73 0 0				73 0 0		James Hubbert.‡
200 0 0			14 0 0	214 0 0	39 10 0	R. McGee.†
150 0 0				150 0 0	8 3 0	James B. Dixon.*
191 13 4				191 13 4		Stuart Foster.†
200 0 0	56 1 5		36 7 5	292 8 10	1 11 10	Spencer A. Jones.†
235 0 0		11 9 2	12 0 0	258 9 2	74 18 8	William Daunt.†
292 10 0	30 0 0	36 2 6		358 12 6		W. McCabe,† *Scholar, University of Toronto.*
80 0 6	4 5 0	3 1 11	16 6 0	103 13 5	0 1 6	Charles Carnidge.†
864 5 0	7 0 5	12 12 6	15 19 5	899 17 4	188 10 3	M. C. Howe, A.B., *Trinity College*, Dublin.
227 11 0	37 10 0		8 2 6	273 3 6		S. A. Marling, M.A., *University of Toronto.*
69 0 7	23 0 0		16 18 9	108 19 4	48 0 0	Rev. John McClure.†
150 0 0	22 8 0	6 0 0	18 19 0	197 7 0		Rev. James Boyd.
150 0 0		5 0 0	12 15 0	167 15 0	55 5 0	J. Thomson, A.B., *Queen's College*, Kingston.
75 0 0	15 1 8	8 14 0	142 11 10	241 7 6		Rev. J. B. Logan, *Univ. of Glasgow*, Scotland.
89 19 11	0 19 7	6 17 6	2 15 10	100 12 10	44 16 9	Robert C. Boyer, B.A., *Oxford.*
153 0 0	22 6 2	79 6 10	50 19 9	305 12 9	2 7 3	Rev. W. F. Checkley, A.B., *Trinity Col.*, Dublin.
145 2 6		55 6 3	4 3 7	204 12 4		Octavius Weld, B.A., *Trinity College*, Toronto.
186 7 9	29 13 8	13 1 1	28 4 1	257 6 7		William Oliver, B.A., *University of Toronto.*
170 0 0		30 0 0		200 0 0		H. J. Woodroffe, A.B., *Trinity Coll.*, Dublin.
70 0 0				70 0 0	40 0 0	James Regan, M.A., *University of Durham.*
290 12 6	42 10 0	39 4 9	163 9 5	535 16 8	16 8 2	John King, A.M., *Trinity College*, Dublin.
89 15 0		8 19 10		98 14 10	8 0 2	D. B. McLennan, A.B., *Queen's Coll.*, Kingston.
132 0 0		1 10 0	8 10 0	142 0 0	441 2 10	D. J. McLean, A.B., *Queen's College*, Kingston.
163 7 9	267 10 0			430 17 9	152 5 6	Jonathan W. Acres.†
36 13 4				36 13 4	25 0 0	Robert F. W. Robinson.†
200 0 0		30 0 0		230 0 0	20 0 0	Rev. H. N. Phillipps.*
514 11 7	561 0 8	26 5 11	76 5 7	1178 3 9		T. D. Phillipps, B.A., *Trinity College*, Toronto.
112 10 0	6 18 8	7 11 11		127 0 2	20 18 4	Daniel Campbell.†
125 0 0	2 15 0		4 0 0	131 15 0	57 10 10	W. Cruickshank, A.M., *Aberdeen*, Scotland.
70 0 0			6 5 0	76 5 0		Nelson Burns, B.A., *University of Toronto.*
100 0 0	985 14 9		121 19 7	1207 14 4		T. R. Street, B.A., *King's Coll.*, Frederickton.
150 0 0		9 2 3	24 14 1	182 7 11	59 9 6	Henry Bogue, A.B., *Union College*, U. S.
201 3 5			24 14 1	225 17 6		Rev. J. G. Mulholland, A.M., *Trin. Col.*, Dublin.
225 0 0				225 0 0	40 0 0	W. W. Nelles, M.A., *University of New York.*
249 15 11				249 15 11	40 6 0	George Strauchon.*
110 0 0	13 2 6		8 10 0	131 12 6	34 15 10	R. T. Livingstone.†
164 5 0			2 9 4	166 14 4	8 18 2	Robert Matheson, B.A., *University of Toronto.*
613 9 9	8 3 4	2 11 11	33 10 7	657 15 7		William Tassie, B.A., *University of Toronto.*
333 15 0	5 0 3	1 5 4	11 10 2	351 10 9		John May, A.B., *Queen's College*, Kingston.
150 0 0		5 0 0	7 0 0	162 0 0		Rev. J. G. Macgregor.*
200 0 0	15 0 0		165 0 0	380 0 0		Rev. J. G. Mulholland, A.M., *Trin. Col.* Dublin.
177 5 0	39 7 6	12 15 0	12 14 5	242 1 11	84 18 1	C. J. Macgregor, M.A., *University of Toronto.*
290 5 0	47 14 6		66 12 3	404 11 9	96 17 10	John Haldan, Jr.*
500 0 0			78 11 10	578 11 10	68 14 3	Benjamin Bayly, A.B., *Trinity Coll.*, Dublin.
214 2 0			37 4 3	251 6 3		Rev. John Frazer, A.B., *Aberdeen*, Scotland.
231 5 0	9 5 7		17 13 10	258 4 5		H. H. Hutton, A.B., *Genesee College*, U. S.
224 10 0		80 0 0	18 14 6	323 4 6	113 18 1	George Jamieson.*
163 12 3				163 12 3	26 7 9	Rev. G. J. R. Salter, B.A., *Oxford*, England.
14388 0 9	2677 0 6	538 8 8	1573 7 5	19176 17 4	2385 10 5	*Appointed under the old Law.
11914 16 2	2077 17 6	201 3 11	1562 0 2	15755 17 8	3492 4 1	†Certificates from the Committee of Examiners.
2473 4 7	599 3 0	337 4 9	11 7 3	3420 19 8		
					1106 13 8	

because the Master had not obtained a certificate of qualification.

Part II.—Table H. **The Grammar Schools**

NUMBER OF

	THE GRAMMAR SCHOOLS	ARITHMETIC.					ALGEBRAS.				EUCLID.									
		Total in Arithmetic.	1st Four Rules Reduction and Fractions.	Involution, Evolution and Proportion.	Practice Interest and Exchange.	Other branches.	Total in Algebra.	1st 4 Rules Involution & Evolution.	Equations.	Other branches.	Total in Euclid.	1st Book.	2nd to 6th Book.	Trigonometry.	Mensuration.	1st Class Mathematics	2nd Class Mathematics.	3d Class Mathematics.	4th Class Mathematics.	5th Class Mathematics.
1	Cornwall	38	16	...	...	...	5	...	5	...	5	...	5	1	4	...	...	...	...	...
2	Williamstown	39	16	...	7	1	5	3	2	...	5	...	5	2	2	...	...	...	...	...
3	Matilda	60	10	25	16	9	26	...	34	2	8	2	...	...	...	2	4	18	...	...
4	L'Orignal	30	15	15	...	...	9	3	6	...	11	3	8	1	3	15	10	10	8	...
5	Vankleekhill	80	43	37	43	...	14	1	14	...	9	3	6	...	1	...	...	...	...	...
6	Ottawa	35	35	17	25	2	4	4	4	...	8	8	6	...	...	...	...	...	...	...
7	Richmond	36	10	12	12	24	4	4	3	...	1	1	...	...	2	...	...	...	...	...
8	Brockville	39	33	33	27	27	20	7	7	3	27	20	7	4	27	7	20	...	...	...
9	Prescott	110	21	53	44	...	19	8	8	5	12	2	9	...	1	6	12	14	6	1
10	Kemptville	59	30	44	26	6	28	28	20	16	10	10	4	...	7	...	...	...	...	...
11	Gananoque	25	8	19	12	6	3	3	1	...	3	3	2	...	1	25	12	3	1	1
12	Smith's Falls	27	27	13	22	...	15	15	4	...	12	11	1	...	1	12	...	...	...	...
13	Perth	78	50	28	50	28	28	15	13	13	20	14	6	...	6	14	...	...	...	6
14	Lanark	21	21	...	...	...	2	...	2	...	2	2	...	...	...	...	...	...	...	...
15	Carleton Place	51	28	8	15	...	3	1	2	...	8	2	6	...	5	...	...	...	...	...
16	Kingston	41	11	10	19	...	15	15	...	...	15	15	...	2	8	10	5	...	...	...
17	Newburgh	95	31	24	40	...	19	3	16	...	10	3	7	1	3	3	7	6	3	4
18	Bath	32	8	24	18	...	4	...	4	...	5	5	...	...	1	...	...	...	...	...
19	Napanee	96	96	96	90	50	48	40	40	...	14	11	3	1	41	11	3	41	1	...
20	Picton	78	30	25	21	...	28	11	17	...	16	9	16	...	5	7	10	6	2	5
21	Consecon	16	...	10	2	4	8	2	6	...	8	3	5	...	5	...	1	4	...	...
22	Belleville	173	36	43	56	38	43	8	17	18	37	20	17	9	16	...	...	...	...	...
23	Port Hope	115	32	...	83	...	12	5	7	...	17	9	8	...	5	5	4	6	3	...
24	Cobourg	34	6	22	6	...	...	...	...	...	4	3	1	...	...	3	1	...	...	...
25	Brighton	29	10	10	5	4	6	3	2	1	4	...	4	...	2	29	20	5	3	...
26	Bowmanville	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
27	Colborne	35	...	35	...	...	12	...	11	1	10	3	7	...	4	...	20	9	5	1
28	Peterborough	112	12	62	38	...	10	4	6	...	10	1	9	...	...	...	...	...	...	...
29	Norwood	31	16	6	8	...	3	1	2	...	2	1	1	...	...	...	...	...	...	...
30	Lindsay	25	5	12	8	...	12	7	5	...	6	6	...	...	3	12	6	7	...	...
31	Whitby	77	23	54	54	54	13	5	8	8	17	8	9	...	5	23	11	10	10	5
32	Oshawa	17	10	7	7	7	7	7	7	...	7	7	...	...	...	10	7	...	...	...
33	Toronto	134	69	31	28	6	99	59	40	...	61	1	30	...	...	35	38	31	28	2
34	Newmarket	79	12	25	57	...	20	6	14	2	22	7	15	...	23	6	12	2	2	...
35	Streetsville	16	12	12	12	12	9	9	...	...	7	5	2	...	...	3	3	5	5	...
36	Richmond Hill	64	22	16	12	14	26	14	12	...	26	18	8	...	22	38	12	10	4	...
37	Brampton	50	5	30	18	3	12	...	12	...	20	15	5	...	10	...	4	13	3	...
38	Preston	22	5	2	3	12	20	20	...	...	...	...	...	...	...	...	...	...	...	...
39	Bond Head	7	7	7	7	...	2	...	...	...	2	2	...	...	...	...	...	...	...	...
40	Barrie	48	22	13	13	13	41	23	10	8	41	30	11	...	...	18	6	6	8	3
41	Milton	31	...	14	13	4	12	4	8	...	12	7	5	...	4	4	5	7	...	...
42	Oakville	37	30	4	6	...	4	...	4	...	4	3	1	...	...	4	4	2	1	...
43	Hamilton	75	10	25	40	...	46	19	19	17	17	6	11	3	40	40	33	...	...	...
44	Ancaster	32	14	...	...	18	15	...	15	...	1	...	1	...	15	...	...	...	...	...
45	Dundas	38	10	12	16	...	28	10	12	...	16	8	8	...	16	12	8	12	...	...
46	Brantford	43	10	16	12	5	30	15	15	2	36	25	11	3	15	...	...	...	...	...
47	Paris	25	20	5	...	...	5	4	1	...	8	...	8	...	...	1	7	...	...	...
48	Waterdown	19	...	2	13	4	18	1	10	7	10	8	2	...	18	5	13	...	...	...
49	Scotland	20	4	16	16	...	2	2	2	...	3	2	1	...	2	...	...	...	...	...
50	Niagara	28	10	18	18	...	12	2	10	...	13	5	8	2	11	3	2	3	2	3
51	St. Catharines	104	32	54	10	8	59	12	42	5	50	30	20	8	2	38	22	20	16	8
52	Grimsby	18	9	5	2	2	8	6	...	...	5	5	...	...	1	...	...	4	5	9
53	Beamsville	42	8	24	20	...	2	2	2	...	3	3	3	...	...	3	...	...	...	...
54	Merrittsville	18	1	17	17	...	10	1	9	...	10	8	2	...	...	...	...	...	...	...
55	Drummondville	28	5	11	12	2	5	3	2	1	6	5	1	...	...	5	1	1	1	...
56	Simcoe	32	8	8	16	...	13	3	8	2	13	3	10	...	...	8	...	...	3	2
57	Caledonia	25	...	...	...	...	5	5	...	...	3	3	...	...	4	4	...	...	...	...
58	Port Dover	60	40	20	20	...	4	2	3	...	1	1	...	...	1	...	...	...	...	...
59	Woodstock	15	6	9	9	...	8	3	4	1	15	6	9	2	13	4	2	3	6	...
60	Ingersoll	28	...	...	25	2	7	2	2	3	7	3	4	...	5	...	...	3	1	3
61	Berlin	30	...	...	25	...	12	...	12	4	12	2	10	1	1	1	...	10	...	1
62	Galt	65	37	28	28	...	51	23	28	28	28	14	14	13	13	...	...	...	...	...
63	Guelph	63	13	17	17	16	11	6	6	6	12	4	8	...	17	6	15	17	8	17
64	Elora	40	...	...	...	...	10	10	10	...	11	7	4	1	4	...	...	...	...	...
65	Owen Sound	16	8	2	4	2	2	2	2	...	3	3	2	...	...	...	...	...	...	...
66	Stratford	32	20	12	12	...	11	6	3	2	8	...	8	1	10	20	12	2	8	1
67	Goderich	53	33	9	11	11	24	21	...	3	9	7	2	3	19	52	...	...	2	4
68	London	79	28	44	32	12	16	6	10	1	42	42	20	1	6	28	9	29	12	1
69	St. Thomas	43	...	37	7	7	14	14	10	...	13	13	10	...	...	...	...	...	...	...
70	Vienna	39	25	...	14	...	12	...	12	...	8	2	6	...	...	1	...	10	1	...
71	Chatham	53	14	39	39	...	18	8	10	...	13	4	9	9	9	...	...	...	...	...
72	Port Sarnia	41	12	19	10	...	8	6	2	...	3	...	3	...	...	...	...	...	...	...
	Total 1857	3426	1250	1347	1368	413	1127	523	634	159	897	524	422	69	439	534	361	329	159	73
	Total 1856	3205	1240	1480	1239	350	928	541	505	127	767	468	387	81	342	839	567	392	245	119
	Increase	221	10	...	129	63	199	...	129	32	130	56	35	...	97	...	...	...	...	...
	Decrease	...	...	133	...	...	...	18	...	...	...	...	...	12	...	305	206	63	86	46

PUPILS IN—

HISTORY AND GEOGRAPHY.														PHYSICAL SCIENCE.								Miscellaneous.			
Total in Geography.	Total in History.	Ancient Geography.	Modern Geography.	History of Greece.	History of Rome.	History of Great Britain & Ireland.	History of Canada.	Other branches.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	Total in Physical Science.	Natural Philosophy.	Chemistry.	Natural History.	2nd Class.	3rd Class.	4th Class.	5th Class.	Writing.	Book-keeping.	Drawing.	Vocal Music.
40	26	6	32	...	...	...	...	...	...	...	...	...	...	17	...	...	...	...	...	...	...	33	...	...	...
25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	4	...	...
15	15	...	...	13	13	15	...	...	60	7	...	...	...	...	12	13	13	...	...	...	...	60	18	6	...
18	23	...	18	16	16	7	10	...	18	...	...	...	...	24	24	...	...	...	24	...	...	28	4	...	...
70	62	...	70	...	...	...	62	...	...	...	...	...	...	62	62	62	62	...	...	...	...	70	2	...	80
35	30	15	35	...	11	35	17	11	...	...	...	...	...	15	10	14	17	...	...	...	...	30	5	...	...
20	5	...	20	...	1	4	...	...	...	...	...	...	...	10	10	10	9	...	...	...	...	40	4	...	...
39	39	...	39	...	...	20	...	...	...	70	...	...	...	...	...	...	...	...	...	...	...	39	...	10	...
110	70	...	110	...	13	10	14	...	17	...	...	14	...	9	9	...	...	...	3	...	...	113	13	48	...
63	30	14	...	...	...	30	...	...	...	6	...	...	...	23	23	...	...	...	...	...	...	46	...	...	...
21	18	...	21	...	...	6	8	12	18	...	...	8	...	23	8	...	16	16	8	8	...	25	6	17	25
27	27	2	27	...	10	...	12	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...
78	78	78	78	...	...	78	78	...	...	...	...	...	78	78	78	...	...	...	...	...	78	78	33	33	33
21	19	...	21	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21	2	...	...
52	24	2	50	...	...	17	...	...	...	14	...	...	...	37	37	...	...	...	...	...	...	60	4	3	...
38	38	14	38	...	14	38	10	...	24	37	42	...	...	36	20	...	16	20	16	...	...	41	11	...	...
104	25	..	104	...	...	...	...	...	23	...	...	...	...	104	20	4	80	40	20	44	...	104	36	50	...
32	32	17	18	...	15	...	...	...	...	28	80	...	...	2	2	...	...	...	...	...	...	32	2	...	...
85	85	57	85	...	16	28	...	80	14	...	...	57	85	80	80	...	...	...	...	...	...	95	60	...	...
57	23	...	57	...	...	23	...	...	...	...	...	...	...	15	15	...	...	...	...	...	...	...	...	...	...
21	14	5	16	...	...	14	...	...	...	...	...	7	7	...	...	...	...	...	...	...	...	...	8	...	...
173	121	...	173	103	103	121	103	...	...	...	...	...	...	...	101	40	32	...	...	...	...	173	29	...	...
115	115	56	115	...	83	115	32	...	...	...	...	...	...	83	83	30	...	...	...	...	...	110	12	25	...
22	14	...	22	...	...	...	...	...	...	...	...	...	...	...	21	...	...	...	...	...	...	34	...	...	...
29	12	...	29	...	...	12	...	...	29	12	...	...	...	20	20	1	...	...	25	25	25	29	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	6	...	12	...	...	6	...	...	12	6	...	...	...	12	12	...	...	...	12	...	...	35	...	...	...
112	112	98	112	18	88	112	30	...	...	...	...	...	...	112	112	...	...	...	...	...	...	112	10	43	...
...	31	...	20	...	11	17	3	...	9	8	6	5	3	5	3	2	...	...	...	...	...	30	6	...	...
25	25	15	25	...	...	20	...	...	20	12	...	...	...	25	25	...	25	25	20	...	...	25	...	...	10
71	42	7	71	...	...	...	42	...	12	7	...	42	...	50	27	30	...	...	27	...	...	69	18	28	82
18	7	...	17	...	...	7	...	...	10	7	...	...	...	17	17	...	10	10	7	...	...	17	...	...	...
134	134	...	134	28	28	35	73	...	35	38	31	28	2	73	35	28	73	38	35	...	...	125	21	...	...
99	51	8	79	1	4	51	...	...	...	71	8	...	...	15	15	...	52	27	...	...	...	78	30	2	...
16	16	5	16	5	5	16	...	...	...	11	5	...	...	...	...	...	...	...	...	...	...	16	...	...	...
66	...	16	70	16	16	24	24	...	4	22	...	...	...	24	24	10	...	...	...	...	...	86	42	16	...
48	50	4	44	4	8	50	20	...	12	30	6	...	...	48	46	7	...	2	40	6	...	36	10	...	...
22	22	22	22	...	...	...	22	...	22	...	...	...	...	...	...	...	...	...	...	...	...	52	...	...	...
5	3	3	5	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...
48	48	12	48	12	12	48	...	...	30	8	10	...	...	12	12	...	...	12	...	...	...	30	3	18	...
13	13	...	13	...	...	13	...	10	...	...	16	15	...	...	...	...	...	...	...	...	...	17	...	...	...
34	16	...	34	...	...	15	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	35	7	29	24
75	75	30	75	30	30	30	75	75	75	...	...	...	...	75	40	...	75	...	...	...	...	70	70	70	70
26	36	1	26	...	...	24	...	...	15	9	...	...	...	...	...	...	...	...	...	...	...	32	15	...	...
38	38	12	38	10	10	...	28	...	12	10	12	...	...	30	25	...	...	...	...	...	...	38	18	...	...
43	43	15	43	10	15	30	...	...	...	...	...	...	...	43	43	...	...	...	...	...	...	20	12	...	...
33	33	33	33	33	33	33	33	33	8	16	9	...	...	33	33	...	...	16	9	...	...	26	...	...	...
18	18	13	18	16	16	16	15	...	16	...	...	...	...	17	17	...	...	...	...	...	...	18	...	9	...
20	20	...	20	6	3	8	5	...	...	...	...	...	20	6	6	...	...	...	...	...	6	20	7	11	...
28	28	4	24	...	...	24	...	7	6	14	8	...	...	28	28	1	8	12	7	...	...	29	...	29	...
104	104	34	70	...	34	24	9	...	48	30	16	10	...	59	30	...	...	16	10	4	...	90	22	...	...
18	17	...	18	...	...	17	..	...	...	...	...	11	7	...	...	...	...	...	...	...	...	18	5	...	...
42	20	...	42	...	2	...	...	...	...	...	...	...	...	...	14	...	14	...	...	...	...	42	...	...	...
18	18	18	18	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	18	5	...	...
24	18	8	24	...	...	15	...	...	8	15	...	...	...	...	...	...	...	...	...	...	...	28	11	...	...
25	25	8	17	...	6	16	...	...	5	16	4	...	...	...	...	...	...	...	...	...	...	20	...	...	...
27	28	...	...	...	...	28	...	...	...	...	...	...	...	24	22	...	7	...	...	...	...	17	15	30	25
60	20	5	60	...	...	20	60	...	...	...	...	...	...	...	20	...	50	...	...	...	...	50	15	...	...
22	19	8	14	...	15	7	...	...	15	6	3	4	4	15	15	...	15	1	2	...	...	15	...	...	...
26	28	12	16	...	...	27	...	...	...	...	...	27	1	7	6	1	...	...	...	6	1	27	20	...	...
20	21	2	20	...	...	21	...	1	...	19	2	...	...	...	10	...	...	...	...	...	...	29	8	...	...
65	64	28	64	...	28	36	...	21	...	...	...	...	...	47	47	28	1	...	...	...	...	64	4	6	...
...	15	4	32	...	4	11	...	...	18	9	5	...	...	23	15	...	8	15	8	...	23	63	16	6	...
37	32	5	32	5	5	...	...	27	...	...	...	...	...	...	...	...	...	...	...	...	...	40	...	...	21
14	5	...	14	...	...	5	...	...	11	3	...	...	...	...	...	...	...	...	...	...	...	16	1	...	...
32	13	...	32	...	...	13	...	...	32	13	...	...	...	12	12	...	...	...	12	...	...	31	1	...	...
39	31	8	34	...	5	13	...	...	26	14	...	...	...	38	38	38	38	...	...	...	...	52	25	...	...
79	79	26	79	20	24	24	11	24	24	34	20	11	...	55	14	14	41	41	14	...	...	79	12	74	...
43	43	32	4	32	...	...	...	...	...	...	...	...	...	32	32	...	...	...	...	...	...	43	...	...	...
20	18	...	20	...	...	18	...	...	17	18	...	...	...	20	20	...	20	...	20	...	16	30	7	...	30
58	58	11	47	11	11	47	...	...	...	...	...	...	...	13	13	...	...	...	...	...	...	61	10	...	...
43	43	9	14	2	2	...	...	14	1	9	13	18	...	...	...	...	...	...	...	...	...	12	8	...	...
2129	2520	787	2887	399	710	1503	796	315	709	619	296	257	207	1609	1474	334	682	291	319	93	149	3123	707	551	500
3031	2365	625	2797	459	701	1415	485	305	1152	835	282	221	188	1660	1356	385	572	439	625	272	233	2978	565	287	313
...	155	162	90	...	9	88	311	10	...	...	14	36	19	...	118	...	110	...	...	...	...	145	142	264	187
902	...	...	...	60	...	...	...	...	443	216	...	...	...	51	...	51	...	148	306	179	84	...	...	...	...

Part II.—Table H.—(*Continued.*) **The Grammar Schools**

	THE GRAMMAR SCHOOLS.	Total No. of Pupils.	Not able to read.	Not able to write.	NUMBER OF PUPILS IN THE ENGLISH.														
					Total in English.	English Grammar.	English Composition.	Elementary reading classes.	Advanced reading classes.	Spelling classes.	Elementary Rhetoric and Logic.	Christian, Morals and Evidences.	Outlines of English Literature.	Elementary Political Economy.	First class.	Second class.	Third class.	Fourth class.	Fifth class.
1	Cornwall	42	...	...	42	24	...	16	26	...	...	...	4	...	...	...	...	...	...
2	Williamstown	41	...	...	29	26	2	14	15	29	...	...	...	...	...	...	...	...	...
3	Matilda	60	...	...	60	54	21	6	18	13	2	...	...	...	...	...	...	...	...
4	L'Original	33	...	...	31	31	16	...	31	31	...	...	...	...	6	...	25	...	...
5	Vankleekhill	82	...	8	82	70	...	13	69	82	...	...	...	...	2	...	10	8	62
6	Ottawa	35	...	2	35	33	33	10	25	35	7	7	7	7	...	...	...	...	...
7	Richmond	137	...	15	65	22	10	22	43	65	...	...	...	...	...	...	...	...	...
8	Brockville	39	...	...	39	39	20	...	39	39	...	...	...	...	6	14	2	...	...
9	Prescott	113	...	...	113	75	58	25	88	113	8	...	...	...	31	8	25	...	...
10	Kemptville	63	...	...	63	63	25	...	55	44	...	...	...	10	...	...	...	...	...
11	Gananoque	28	...	2	25	22	17	9	17	18	...	...	...	...	9	10	7	6	5
12	Smith's Falls	48	...	...	48	27	...	...	27	15	...	...	...	...	...	...	...	...	...
13	Perth	78	...	...	78	78	47	78	78	...	...	...	...	...	...	...	...	31	47
14	Lanark	21	...	...	21	21	...	...	21	21	...	...	...	...	...	...	...	...	...
15	Carleton Place	97	...	...	90	60	20	33	57	65	...	...	...	...	...	...	...	...	...
16	Kingston	41	...	...	41	36	8	21	20	41	...	...	...	...	21	20	...	...	...
17	Newburgh	104	...	...	104	104	24	40	49	80	...	...	...	30	...	...	...	...	...
18	Bath	32	...	...	32	29	32	...	32	10	...	...	...	...	24	8	...	...	...
19	Napanee	97	...	...	95	95	60	...	95	86	...	...	...	...	95	...	...	...	...
20	Picton	87	7	9	78	62	19	23	44	23	...	...	...	...	...	...	...	...	...
21	Consecon	27	...	...	27	27	27	10	17	20	9	...	27	...	...	...	...	10	17
22	Belleville	173	...	...	173	164	44	...	...	173	...	...	...	...	...	...	...	10	163
23	Port Hope	115	...	...	115	115	83	..	115	115	...	...	...	...	...	...	...	32	83
24	Cobourg	36	...	...	36	33	...	13	20	33	...	...	...	...	...	...	...	...	...
25	Brighton	29	...	5	29	28	29	...	21	27	...	...	...	...	10	19	...	...	...
26	Bowmanville	82	...	...	82	...	...	30	52	82	...	...	...	...	...	...	...	...	...
27	Colborne	35	...	...	35	35	...	...	...	...	...	...	...	...	15	20	...	...	...
28	Peterborough	112	...	...	112	112	109	...	112	112	...	...	...	...	...	...	...	...	...
29	Norwood	30	...	...	30	20	14	...	30	22	...	...	...	...	11	9	6	2	2
30	Lindsay	134	...	...	25	25	12	...	25	25	...	...	...	...	20	5	...	...	...
31	Whitby	82	...	...	82	70	78	12	70	73	...	25	...	28	12	10	...	25	20
32	Oshawa	17	...	...	14	14	6	10	7	10	...	...	...	...	10	6	1	...	...
33	Toronto	134	...	...	134	134	104	35	69	95	14	14	...	...	35	38	31	28	2
34	Newmarket	80	...	...	70	79	7	52	27	75	...	...	...	...	79	...	...	...	...
35	Streetsville	16	...	...	16	16	16	...	16	..	...	...	...	...	...	...	...	...	16
36	Richmond Hill	86	...	...	62	62	12	...	62	62	...	...	...	...	...	...	...	16	46
37	Brampton	56	...	...	56	56	50	...	56	40	...	16	4	16	36	6	8	4	2
38	Weston	22	...	...	22	22	22	...	22	22	...	22	22	...	22	...	...	...	...
39	Bond Head	10	...	...	...	...	...	...	6	6	...	4	...	...	4	6	...	...	...
40	Barrie	48	...	...	48	48	18	30	18	30	...	...	...	...	16	11	8	1	4
41	Milton	38	...	...	31	20	20	...	34	20	...	...	15	...	...	...	14	17	...
42	Oakville	80	...	...	80	14	50	...	...	59	...	...	...	...	...	...	...	...	...
43	Hamilton	75	...	..	75	75	75	...	75	75	...	...	...	...	...	...	...	...	...
44	Ancaster	58	1	2	33	26	26	17	15	17	...	...	...	...	...	...	...	...	...
45	Dundas	45	...	...	45	38	12	28	10	38	...	...	16	...	16	12	12	...	...
46	Brantford	43	..	...	43	20	23	10	20	26	...	..	12	...	...	...	...	...	...
47	Paris	40	...	...	33	33	33	...	33	...	...	...	...	...	8	16	9	...	...
48	Waterdown	19	...	...	19	19	17	...	18	18	...	...	...	...	18	...	...	...	...
49	Scotland	20	...	...	20	20	20	...	20	20	...	...	...	...	...	...	...	...	20
50	Niagara	38	...	...	38	30	30	12	23	18	...	...	...	...	18	12	8	...	...
51	St. Catharines	104	...	...	104	104	70	30	24	65	20	...	...	...	48	30	16	10	...
52	Grimsby	19	...	...	19	18	8	...	18	18	...	...	...	...	...	...	1	9	8
53	Beamsville	42	...	...	42	42	24	18	24	18	...	...	...	...	...	...	...	18	20
54	Merrittsville	18	...	...	18	17	10	1	17	18	...	...	...	...	...	...	...	...	...
55	Drummondville	29	...	...	12	12	24	10	18	28	...	...	...	...	12	...	...	...	...
56	Simcoe	32	...	...	27	9	6	24	...	20	...	...	...	...	7	12	8	...	...
57	Caledonia	57	...	...	57	57	...	...	...	57	...	...	...	...	...	...	...	...	...
58	Port Dover	65	...	...	25	20	25	40	25	60	...	...	65	..	12	...	...	...	...
59	Woodstock	33	...	...	19	19	14	...	...	12	...	...	...	...	10	3	6	...	...
60	Ingersoll	29	...	...	28	29	27	...	28	27	1	...	1	...	...	...	...	28	1
61	Berlin	35	...	...	30	30	30	...	30	...	...	...	...	...	30	...	...	...	...
62	Galt	70	...	...	35	65	41	1	64	65	...	...	...	...	...	...	...	...	...
63	Guelph	63	...	...	63	60	...	22	41	22	...	...	...	...	20	12	8	...	...
64	Elora	40	...	...	40	37	...	8	32	...	...	...	...	...	...	...	...	...	...
65	Owen Sound	16	...	...	15	5	...	...	8	16	...	...	...	...	9	2	4	...	...
66	Stratford	34	...	...	31	31	...	18	13	18	...	...	...	...	18	13	...	...	...
67	Goderich	61	...	...	53	42	29	15	38	53	...	...	...	...	...	...	...	53	...
68	London	79	...	...	79	79	16	24	55	79	14	14	...	...	24	22	19	14	...
69	St. Thomas	43	...	2	43	43	20	...	43	12	...	...	...	...	12	...	...	...	...
70	Vienna	40	...	...	40	39	28	...	20	25	...	...	...	...	11	24	...	...	...
71	Chatham	63	...	...	63	48	26	12	36	...	...	...	...	...	...	...	12	...	36
72	Port Sarnia	43	...	...	40	26	20	12	28	...	...	...	...	...	9	13	18	...	...
	Total 1857	4073	8	45	3671	3260	1767	804	2404	2735	75	102	173	91	746	361	247	322	554
	Total 1856	3386	16	43	3181	2957	1557	637	2257	2775	91	37	179	170	1050	644	376	176	669
	Increase	687	...	2	490	303	210	167	147	...	...	65	...	...	...	...	...	146	...
	Decrease	...	8	...	...	...	...	...	...	40	16	...	6	79	304	283	129	...	115

DIFFERENT BRANCHES OF INSTRUCTION.

LATIN.												GREEK.										FRENCH.									
Total in Latin.	Latin Grammar.	Latin Prose Composition.	Latin Verse Composition.	Cornelius Nepos and Cæsar.	Ovid and Virgil.	Cicero and Horace.	First class.	Second class.	Third class.	Fourth class.	Fifth class.	Total in Greek.	Greek Grammar.	Greek Composition.	Xenophon and the Iliad.	Lucian and the Odyssey.	Greek Testament.	Second class.	Third class.	Fourth class.	Fifth class.	Total in French.	French Grammar.	French written Composition.	French oral Composition.	Fenelon and Molière.	Third class.	Fourth class.	Fifth class.		
31	9	8	...	6	3	4	9	9	6	3	4	7	4	3	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...		
11	4	7	...	3	4	...	...	...	...	...	...	3	3	...	...	...	2	...	...	...	...	2	2	...	...	...	...	...	...		
7	4	2	1	...	1	...	1	...	2	...	...	1	1	1	...	...	...	...	...	...	...	4	4	...	4	...	...	...	...		
10	10	5	...	3	2	...	5	3	2	4	...	3	3	...	...	...	...	3	...	...	...	12	12	12	12	...	12	...	...		
10	10	5	...	5	...	...	3	6	...	...	...	...	...	...	...	...	...	...	...	...	...	22	22	...	22	6	...	...	...		
15	15	15	2	7	6	5	...	...	...	...	...	3	3	3	...	3	...	...	...	...	...	10	10	10	10	...	...	...	...		
4	4	...	...	1	2	1	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	3	3	3	3	1	...	...	...		
22	2	20	...	...	4	...	6	...	...	...	...	6	...	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
15	15	8	...	3	3	3	7	3	3	...	3	3	3	...	...	3	...	...	3	...	...	8	8	8	8	...	8	...	...		
7	7	7	...	...	4	4	...	...	...	...	...	4	4	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...		
4	4	3	...	1	...	1	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	7	7	7	7	...	4	4	4		
9	4	5	...	3	...	2	4	3	2	...	...	2	2	2	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...		
16	16	16	...	10	3	3	...	10	...	3	3	3	3	...	...	...	1	3	...	...	...	33	33	33	33	16	17	...	...		
6	4	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
3	3	...	...	1	2	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	11	11	8	...	2	...	...	...		
34	34	22	2	10	10	...	14	10	10	...	...	8	8	...	4	...	...	2	...	...	...	12	...	12	12	...	...	...	...		
17	12	3	...	5	1	...	11	5	1	...	...	2	2	...	2	...	...	1	1	...	...	2	2	...	...	...	...	...	...		
8	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
13	13	4	...	11	8	1	4	8	1	...	...	7	7	7	...	...	5	2	...	...	...	2	...	2	2	...	...	...	...		
19	13	11	...	7	5	2	15	3	5	1	...	5	5	5	...	...	...	4	4	2	...	7	7	7	7	...	7	...	...		
4	4	4	4	4	4	1	...	...	2	2	2	2	2	...	...	...	...	...	...	...	...	12	10	12	10	...	10	2	...		
49	20	8	9	5	26	2	...	...	...	...	...	6	5	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
20	20	8	...	7	...	...	7	6	5	2	...	1	1	1	...	...	...	...	...	...	...	8	8	8	...	4	...	...	...		
23	23	...	...	21	2	...	2	21	...	...	...	2	2	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...		
2	2	...	...	1	...	...	1	1	...	...	...	1	1	...	...	...	...	1	...	...	...	2	2	2	2	...	2	...	...		
7	7	4	...	4	...	...	1	3	4	...	...	1	1	1	...	...	...	...	...	...	...	4	4	4	...	...	...	...	...		
7	7	...	...	3	2	...	1	3	2	...	...	...	...	...	...	...	...	...	...	...	...	6	6	6	6	...	6	6	...		
19	19	14	...	5	...	...	14	5	...	...	...	...	...	...	...	...	...	...	...	...	...	30	30	30	30	11	...	...	...		
3	2	3	...	2	...	1	2	...	...	...	1	1	1	...	...	...	...	...	...	...	...	6	5	6	...	1	3	2	1		
6	5	4	...	...	1	1	3	4	1	1	1	2	2	...	...	...	...	...	...	...	...	10	10	6	4	2	7	3	...		
22	20	20	...	8	5	...	9	8	5	5	...	3	3	3	1	...	...	3	3	1	...	...	...	...	...	...	...	...	...		
17	16	7	...	6	1	...	10	6	1	...	...	1	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...		
76	48	62	2	18	9	17	41	17	17	18	5	28	28	19	16	5	1	12	4	11	2	24	24	15	12	15	8	12	4		
23	13	20	...	2	5	3	13	2	5	...	3	5	5	...	1	1	...	4	...	1	...	20	20	19	19	1	19	1	...		
9	9	9	...	5	...	...	5	4	...	...	...	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...		
24	24	14	...	3	60	44	10	10	...	...	4	12	12	5	5	5	4	2	5	...	5	9	9	9	9	2	4	3	2		
22	8	14	...	12	3	2	10	8	2	2	...	4	1	3	2	...	1	2	1	1	...	5	3	2	...	2	3	1	1		
14	14	...	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
8	8	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
20	5	15	4	8	2	5	5	8	2	4	1	3	2	2	...	...	3	2	...	1	...	19	8	11	11	11	8	7	4		
15	15	15	...	...	...	...	3	4	8	...	...	5	5	5	1	...	...	5	...	...	...	8	8	5	8	...	...	...	...		
11	1	2	...	23	...	...	6	3	...	...	...	1	...	1	...	...	...	1	1	...	...	15	8	...	...	...	8	...	...		
70	70	50	...	20	7	4	5	4	4	10	9	6	6	4	1	...	...	...	...	...	...	75	75	75	75	...	...	...	...		
19	18	...	...	...	...	1	1	15	3	...	...	...	...	...	...	...	...	...	...	...	...	17	17	...	...	...	14	3	...		
16	16	16	...	12	6	...	12	10	12	...	...	6	6	6	...	...	6	6	4	...	...	...	...	...	...	...	...	...	...		
30	16	24	6	12	8	2	...	...	...	...	...	9	9	9	4	...	2	...	...	...	...	6	6	6	6	...	...	...	...		
33	33	8	...	7	7	2	8	16	9	...	...	4	4	4	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...		
10	9	10	...	1	...	...	9	1	...	...	...	1	1	1	...	...	...	...	...	...	...	6	3	6	6	...	...	...	...		
2	2	2	...	2	2	...	...	...	...	...	2	2	2	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...		
27	20	8	8	8	8	...	16	3	8	...	...	8	4	4	...	4	7	4	4	...	...	11	11	...	...	1	...	...	...		
48	48	48	4	18	10	10	38	...	...	10	...	21	21	6	6	...	6	15	21	...	...	12	12	12	4	...	12	...	...		
5	5	...	...	...	1	...	...	...	1	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
11	7	4	...	4	4	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	4	4	...	...	...	...	...	...		
6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2	2	...	...	...	...	...		
17	16	17	...	...	1	1	16	1	1	...	...	1	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...		
25	25	25	...	7	2	...	12	5	6	...	2	10	10	8	3	2	...	5	3	...	2	12	12	12	...	...	8	4	...		
10	10	4	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	7	7	7	...	...	...	...	...		
7	7	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
33	8	6	4	18	8	8	15	6	...	5	4	14	6	...	5	5	...	4	3	4	3	9	9	...	6	...	1	3	5		
14	7	14	4	3	3	1	...	7	3	3	1	4	2	2	1	...	1	...	...	1	1	7	5	5	...	1	...	...	1		
16	12	16	...	2	1	2	13	1	3	...	2	1	1	1	1	...	...	...	...	1	1	5	5	5	...	3	...	...	...		
16	66	20	3	21	9	5	...	...	...	...	...	21	21	9	10	4	...	...	...	...	...	8	8	6	6	2	...	...	...		
15	15	15	2	2	2	...	11	2	...	2	...	4	4	2	2	...	2	2	...	2	...	20	20	50	16	...	13	7	...		
21	9	...	...	3	5	2	2	...	...	...	...	6	4	2	...	2	...	...	...	...	...	4	2	...	2	...	...	...	...		
9	9	9	...	...	2	...	...	...	...	...	...	1	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...		
15	6	6	...	1	5	2	7	1	...	...	2	1	1	...	...	...	...	1	...	...	...	5	2	5	3	3	2	3	3		
22	7	9	...	8	...	7	7	8	...	...	7	2	2	...	...	...	...	...	...	...	...	22	18	...	...	4	18	...	4		
53	53	53	5	11	7	8	27	11	7	5	3	12	12	5	4	3	4	5	...	4	3	25	25	25	25	...	14	11	...		
18	16	7	...	7	2	3	...	...	...	...	...	4	4	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
13	12	...	...	...	1	1	11	...	...	1	1	...	...	...	...	...	...	...	...	...	...	13	13	...	...	6	7	6	...		
21	10	...	...	11	...	...	10	...	6	5	...	7	7	...	...	...	4	7	4	...	...	11	11	11	11	...	11	...	...		
15	13	4	...	2	1	2	2	3	10	...	...	...	...	...	...	...	...	...	...	...	...	7	7	7	...	...	7	...	...		
1329	1032	754	60	393	284	163	264	271	163	81	64	284	258	136	91	33	64	105	62	29	19	601	550	441	385	93	233	78	29		
1051	812	600	59	334	204	89	407	258	166	75	55	257	234	109	94	53	61	69	57	29	22	462	428	351	279	66	156	69	49		
278	220	154	1	59	80	74	...	13	...	6	9	27	24	27	...	...	3	36	5	...	...	139	122	90	106	27	77	9	...		
...	...	...	...	...	...	...	143	...	3	...	...	...	...	...	3	20	...	...	...	...	3	...	...	...	...	...	...	...	20		

	THE GRAMMAR SCHOOLS.	Closed with Opened and Prayer.	Bible and Testament used.	NAMES OF TEXT BOOKS USED — ENGLISH. GRAMMARS. National or Sullivan's.	Lennie's.	Bullion's.	No. of other En. Grammars.	ENGLISH. READERS. National and Art of Reading.	English Reader.	No. of other Reading Books.	No. of other Books in Eng'h.	LATIN. GRAMMARS. Edinburgh Academy.	Eton.	Bullion's.	No. of other Latin Gram'rs.	Arnold's 1st & 2nd Books.	Arnold's other Latin Books.	Other Latin Books.
1	Cornwall	1	1	...	1	...	...	1	...	...	...	1	...	...	...	...	1	...
2	Williamstown	1	1	...	1	...	...	1	...	...	1	1	...	...	...	...	1	...
3	Matilda	1	1	...	...	...	1	...	1	...	1	1	...	...	...	1	...	...
4	L'Orignal	...	...	...	1	...	...	1	...	...	...	1	...	...	...	1	...	...
5	Vankleekhill	1	1	...	1	...	...	1	...	...	...	1	...	...	...	...	...	1
6	Ottawa	1	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...
7	Richmond	1	1	...	1	...	...	1	...	...	...	1	...	...	...	...	...	1
8	Brockville	...	...	...	1	...	...	...	...	1	1	1	...	...	...	...	1	...
9	Prescott	...	1	...	1	...	1	1	...	...	1	...	...	...	...	...	2	...
10	Kemptville	...	1	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...
11	Gananoque	1	1	...	1	...	...	1	...	...	2	1	...	...	...	...	1	3
12	Smith's Falls	1	1	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...
13	Perth	1	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...
14	Lanark	1	...	...	1	...	...	1	...	...	...	...	...	1	...	...	...	...
15	Carleton Place	1	1	...	1	...	...	1	...	...	1	...	...	...	...	1	...	...
16	Kingston	1	1	...	1	1	...	1	...	...	...	...	1	...	...	...	1	...
17	Newburgh	1	...	...	...	...	1	1	...	...	...	...	...	...	1	...	1	...
18	Bath	1	...	...	...	...	1	1	...	...	...	...	1	...	...	...	1	...
19	Napanee	1	1	...	...	...	1	1	...	...	...	...	...	...	2	...	1	...
20	Picton	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...
21	Consecon	1	...	...	1	...	...	1	...	...	1	1	...	...	...	...	...	2
22	Belleville	...	1	...	1	...	...	1	...	...	...	...	1	...	...	1	...	...
23	Port Hope	1	...	...	...	1	1	...	...	...	...	...	...	1	...	...	1	...
24	Cobourg	1	1	...	1	...	...	1	...	...	...	...	1	...	...	...	...	2
25	Brighton	1	1	...	...	1	1	1	...	...	...	...	...	...	1	...	...	2
26	Bowmanville	1	1	...	...	...	1	1	...	...	...	...	...	...	1	...	...	1
27	Colborne	1	...	...	...	1	1	1	...	...	...	...	...	...	2	...	1	...
28	Peterboro	1	1	1	1	...	...	1	...	...	1	...	1	...	...	...	1	...
29	Norwood	1	1	...	...	1	...	1	...	...	...	1	...	...	...	...	1	...
30	Lindsay	1	1	...	1	...	1	1	...	...	...	...	...	...	...	...	1	...
31	Whitby	...	1	...	1	1	...	1	...	...	...	...	...	...	1	...	1	...
32	Oshawa	1	...	...	1	...	...	1	...	...	1	...	1	...	...	...	1	1
33	Toronto	1	1	...	1	...	...	1	...	...	1	1	...	...	...	...	1	...
34	Newmarket	...	1	...	1	1	...	1	...	...	1	1	...	1	...	...	1	...
35	Streetsville	1	1	...	1	...	...	1	...	...	...	1	...	...	...	...	1	1
36	Richmond Hill	1	1	...	1	...	1	1	...	...	...	...	...	1	...	...	1	...
37	Brampton	1	1	...	1	...	1	1	...	...	1	1	...	...	...	1	1	...
38	Weston	1	1	...	1	...	...	1	...	...	...	1	...	...	1	...	...	...
39	Bond Head	1	1	...	...	1	1	1	...	...	...	...	1	...	...	1	...	...
40	Barrie	1	1	...	...	1	...	1	...	...	2	1	...	...	...	1	...	...
41	Milton	1	...	...	1	...	...	...	1	...	1	...	...	...	...	...	...	...
42	Oakville	1	1	...	...	1	...	1	...	...	...	...	...	...	1	...	1	...
43	Hamilton	...	...	...	...	1	...	1	...	...	1	...	...	...	1	...	...	2
44	Ancaster	1	1	...	1	1	...	...	...	...	1	...	...	...	...	...	1	...
45	Dundas	1	...	...	...	1	...	...	...	...	1	...	...	1	...	...	...	...
46	Brantford	1	1	...	...	1	...	1	...	...	...	1	...	...	...	...	1	...
47	Paris	1	1	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...
48	Waterdown	1	1	...	1	...	...	1	...	...	1	1	...	...	...	...	1	...
49	Scotland	...	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...
50	Niagara	1	1	1	...	...	...	1	...	...	...	...	...	...	1	...	...	...
51	St. Catharines	1	1	...	...	1	...	1	...	...	1	...	...	1	1	1	...	...
52	Grimsby	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	1
53	Beamsville	1	1	...	1	...	1	1	...	...	...	1	...	...	1	...	1	...
54	Merrittsville	...	...	...	1	...	...	1	...	...	...	1	...	...	...	...	1	...
55	Drummondville	1	1	...	1	...	...	1	...	...	...	...	...	1	...	...	1	...
56	Simcoe	1	1	...	...	...	1	1	...	...	...	...	...	1	...	1	...	...
57	Caledonia	1	1	...	1	...	...	1	...	...	...	...	...	...	...	1	1	...
58	Port Dover	1	1	...	1	...	...	1	...	...	1	...	...	...	...	...	1	...
59	Woodstock	...	1	...	1	...	...	...	1	...	1	...	...	...	1	...	...	2
60	Ingersoll	...	...	...	1	...	...	1	...	...	1	...	...	...	...	1	...	5
61	Berlin	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	1	...
62	Galt	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	...
63	Guelph	1	1	...	1	...	...	1	...	...	...	...	...	1	...	1	...	...
64	Elora	1	1	...	1	...	...	1	...	...	...	1	...	...	...	...	...	1
65	Owen Sound	1	1	...	...	...	1	1	1	...	...	...	1	...	...	...	1	...
66	Stratford	1	...	...	1	...	...	1	...	...	...	1	...	...	...	...	1	...
67	Goderich	1	1	...	1	...	...	1	1	...	...	...	...	...	...	...	1	...
68	London	1	1	...	1	...	...	1	...	...	1	...	...	1	...	...	1	...
69	St. Thomas	1	1	...	...	1	...	...	...	...	1	...	...	1	...	...	...	1
70	Vienna	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
71	Chatham	1	1	...	1	...	...	1	1	...	...	...	...	1	...	...	1	...
72	Port Sarnia	1	1	...	1	...	...	1	...	...	1	...	1	...	...	...	1	...
	Total 1857	59	58	2	44	18	21	60	7	1	27	21	14	13	14	13	44	24
	Total 1856	45	47	6	42	8	12	50	3	10	41	21	8	10	16	12	34	72
	Increase	14	8	...	2	10	9	10	4	...	...	...	6	3	...	1	10	...
	Decrease	...	...	4	...	...	...	...	...	9	14	...	...	...	2	...	...	48

IN THE GRAMMAR SCHOOLS.

GREEK.								FRENCH.						MATHEMATICS.										Geography and History.				OTHER BOOKS.			
GRAMMARS.								GRAMMARS.						Arithmetic.			Algebras.				Euclid.										
Edinburgh Academy.	Eton.	Bullion's.	No of other Greek Gram'rs.	Arnold's Greek Books.	Anthon's.	Greek Testament.	Other Greek Books.	Merlet's French Grammar.	Noel and Chapsal.	Collot or Bolmar's Levizac.	Arnold's French Books.	No. of other French Gram's.	Other French Books.	National.	Thompson's.	Other Authors.	Thompson's.	Colenso's.	Loomis'.	Other Algebras.	Colenso.	Pott's.	Other Euclids.	Nat'l & Sull'ns.	White's.	Putz & Arnold.	Other Geo. His.	Olmstead's Nat. Philosophy.	Patterson's Zoology.	Physiology.	Other Books.
1	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	...	...	...	1	1	1	...	1	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	1	1	1	...	1	...	...	...	1	...	...	2	...	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	1	...	1	1	...	...	1	...	...	...	1	...	...	2	...	...	...	2	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	1	1	1	...	1	...	...	...	2	...	...	3	...	1	...	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	4	...	...	2	...	...	...	2	...	...	...	...
...	...	...	1	1	...	...	1	...	...	1	...	1	...	1	...	...	...	...	...	1	1	...	...	...	...	...	2	...	...	...	1
...	...	...	1	...	...	...	2	...	...	1	...	1	1	1	...	1	...	...	...	2	...	...	3	...	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	2	1	1	1	...	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	1	...	1	1	1	...	...	...	...	...	1	...	...	2	...	...	...	4	...	...	...	...
...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	1	1	...	...	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1	3	1	...	...	...	...	...	2	...	...	1	...	...	...	1	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	2	...	...	...	2	...	...	...	...
...	...	...	...	1	...	...	...	...	...	1	...	...	1	1	...	...	...	...	...	1	...	...	3	1	...	...	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	...	1	...	...	...	1	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	1	...	1	...	1	1	...	...	...	...	1	1	...	1	1	...	...	4	...	...	...	...
...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	1	...	...	...	2	...	...	...	...
...	...	1	...	1	...	...	...	...	...	1	...	1	1	1	...	...	...	...	...	1	...	...	2	1	...	...	1	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	2	...	...	...	2	...	...	...	...
...	...	1	...	1	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	1	...	...	2	1	...	...	4	...	...	1	...
...	...	...	...	1	...	...	...	1	...	...	...	...	2	1	...	...	1	...	...	1	...	...	2	...	...	...	2	...	...	...	1
1	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	2	...	...	1	...	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	1	2	2	...	...	3	...	...	...	...
...	...	1	...	1	...	...	...	...	...	...	...	1	1	1	...	...	...	1	1	...	...	1	...	1	...	...	1	...	...	1	...
...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	2	1	...	...	3	...	...	...	...
1	...	...	1	...	...	...	...	...	...	...	...	1	2	1	...	...	...	...	1	...	...	...	3	1	...	...	3	...	...	...	1
...	...	1	...	...	1	1	...	...	...	...	...	1	1	1	...	...	...	...	...	1	...	...	1	...	1	...	2	...	...	...	...
...	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	1	...	...	1	1	...	...	...	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1	...	...	...	...	3	...	...	...	...	...	...	2	...	...	1	...
...	...	...	1	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	1	...	...	...	2	...	...	...	...
...	...	...	...	1	1	...	...	...	...	...	...	1	1	1	...	...	...	1	1	2	...	...	...	...	...	...	2	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	1	1	...	3	1	...	...	4	...	...	...	...
...	...	...	...	1	...	...	1	...	...	...	...	...	...	1	1	...	...	1	...	1	1	...	1	...	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	1	...	...	2	...	1	1	...	1	...	...	1	...	...	1	1	1	1	...	...	...	1
1	...	...	...	1	...	...	...	1	...	...	...	1	...	1	1	...	...	1	...	...	1	...	1	1	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	1	...	1	...	...	1	1	...	...	...	3
1	...	...	...	1	...	...	...	...	...	1	...	1	...	1	...	...	...	...	...	1	1	1	1	...	...	...	2	...	...	...	1
1	...	...	1	1	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	2	...	...	2	1	...	...	3	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...	2	...	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	1	...	...	1	...	...	1	...	...	...	1	...	1	...	...	3	...	...	...	1
...	...	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	1	...	...	1	...	1	...	...	...	3	...	...	...	1
...	...	1	...	1	...	...	...	...	...	...	...	1	1	1	...	...	...	1	...	1	1	...	1	...	...	...	3	...	...	...	1
...	...	...	...	...	1	...	1	...	...	...	...	...	1	1	...	...	...	1	...	1	1	...	2	...	...	...	2	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	1	...	...	2	...	...	...	2	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	1	...	1	1	...	...	...	3	...	...	...	1
1	...	...	1	...	...	...	...	...	...	...	...	1	...	1	...	...	...	1	...	1	1	...	2	...	...	1	2	...	...	...	1
...	...	...	2	1	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	1	...	...	1	...	...	1	1	...	...	...	1
1	...	...	...	1	...	...	...	...	1	...	...	...	1	1	...	...	...	...	...	1	...	...	2	1	...	...	3	...	...	...	1
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	2	...	...	...	2	...	...	...	...
1	...	...	...	...	...	...	...	...	...	1	...	...	...	1	1	...	...	1	...	...	1	...	2	1	1	...	...	...	...	...	...
...	...	1	...	1	...	...	...	...	...	1	...	...	1	1	...	...	...	1	...	...	1	...	1	1	...	1	1	...	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	1	1	1	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	1	1	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	...	...	...	...	1	...	...	1	1	...	...	1	...	...	...	...
...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	1	...	...	1	2	...	...	...	...
...	...	...	1	1	...	...	...	...	...	1	...	...	1	1	...	...	...	1	...	...	1	...	1	1	...	1	2	...	...	...	...
...	...	1	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	1	...	1	1	...	...	1	...	...	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	1	...	...	...	2	...	...	1	1
...	...	1	...	2	...	...	...	...	...	...	...	1	...	...	...	1	...	...	...	1	...	1	2	...	...	...	2	...	...	...	...
1	...	1	1	4	...	...	...	1	...	...	...	...	4	1	...	...	...	1	...	2	1	...	1	...	...	1	4	2	...	...	1
...	...	...	...	1	...	...	1	...	...	...	...	1	...	1	1	...	...	1	...	...	1	...	2	2	...	1	1	...	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	2	...	1	1	1	...	1	...	...	2	...	2	1	...	1	...	...	...	...	1
...	...	...	1	1	...	...	...	...	...	...	...	1	...	1	1	...	...	...	...	1	...	1	1	...	...	...	3	...	...	...	...
1	...	...	...	...	...	...	1	...	...	...	...	1	...	1	1	...	...	1	...	1	...	...	2	...	...	...	2	...	...	...	1
...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	1	1	...	1	...	1	1	...	1	1	...	...	1	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	1	...	1	1	...	...	1	...	...	1	...	2	...	...	...	2	...	...	...	1
...	...	...	...	...	1	...	...	...	...	...	...	1	1	...	1	...	...	1	...	...	...	...	1	1	...	...	1	...	...	...	...
...	...	...	...	1	...	...	...	...	...	1	...	1	...	...	1	...	...	1	...	...	1	...	...	...	1	...	3	...	...	...	2
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	1	...	...	...	...	...	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	...	...	...	1	...	...	...	...	...	1	...	1	...	...	...	...	1	...	...	1	1	...	1	1	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	1	...	...	1	...	1	...	1	...	...	...	...
23	...	13	19	44	4	1	9	4	2	16	...	34	37	51	25	13	2	28	5	62	26	10	93	29	9	11	142	2	...	5	28
18	1	8	10	13	5	15	39	4	1	15	...	24	49	47	25	8	3	24	7	45	18	12	68	17	15	20	121	6	...	2	22
5	...	5	9	31	...	...	...	...	1	1	...	10	...	4	...	5	...	4	...	17	8	...	25	12	...	...	21	...	...	3	6
...	1	...	...	...	1	14	30	...	...	...	...	...	12	...	...	...	1	...	2	...	...	2	...	...	6	9	...	4	...	...	...

Part II.—Table K. **The Normal School**

Abstract No. 1.—Gross Attendance of Students—

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA	Applicants for admission.			Rejected.			Admitted.			Admitted by Fees.			Who had been Teachers for admission.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session, 1847–48	71	71	...	8	8	...	63	63	...	4	4	...	27	27	...
2	Second Session, 1848	140	112	28	15	14	1	125	98	27	5	4	1	93	86	7
3	Third Session, 1848–49	123	88	35	15	12	3	108	76	32	19	14	5	61	51	10
4	Fourth Session, 1849	131	106	25	19	18	1	112	88	24	7	4	3	70	61	9
5	Fifth Session, 1849–50	160	109	51	25	17	8	135	92	43	11	7	4	75	56	19
6	Sixth Session, 1850–51	102	66	36	28	17	11	74	49	25	2	2	...	48	31	17
7	Seventh Session, 1851–52	93	68	25	13	8	5	80	60	20	1	1	...	63	51	12
8	Eighth Session, 1852	122	78	44	21	7	14	101	71	30	...	...	...	60	47	13
9	Ninth Session, 1852–53	162	83	79	18	9	9	144	74	70	...	...	...	64	31	33
10	Tenth Session, 1853	169	98	71	8	1	7	161	97	64	...	...	...	66	49	17
11	Eleventh Session, 1853–54	175	66	109	15	8	7	160	58	102	...	...	...	61	29	32
12	Twelfth Session, 1854	121	52	69	10	...	10	111	52	59	...	...	...	52	41	11
13	Thirteenth Session, 1854–55	106	39	67	5	...	5	101	39	62	...	...	...	43	25	18
14	Fourteenth Session, 1855	93	46	47	7	2	5	86	44	42	...	...	...	39	36	3
15	Fifteenth Session, 1855–56	145	57	88	8	2	6	137	55	82	...	...	...	53	26	27
16	Sixteenth Session, 1856	131	69	62	13	3	10	118	66	52	...	...	...	54	39	15
17	Seventeenth Session, 1856–57	143	82	61	9	7	2	134	75	59	...	...	...	66	46	20
18	Eighteenth Session, 1857	169	93	76	2	...	2	167	93	74	...	...	...	86	63	23
19	Nineteenth Session, 1857–58	162	77	85	3	1	2	159	76	83	...	...	...	84	47	37
	Total	2518	1460	1058	242	134	108	2276	1326	950	49	36	13	1165	842	323

Discontinued since the erection of the Normal school buildings in 1852.

Abstract No. 2.—Counties from whence

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Stormont, Dundas and Glengarry.			Prescott and Russell.			Carleton.			Leeds and Grenville.			Lanark and Renfrew.			Frontenac, Lennox and Addington.			Prince Edward.			Hastings.			Northumberland and Durham.			Peterborough and Victoria.			Ontario.			York and Peel.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session, 1847-48	3	3	...	2	2	...	...	...	...	1	1	...	...	...	...	...	...	...	1	1	...	...	...	...	4	4	...	4	4	...	3	3	...	30	30	...
2	Second Session, 1848	7	6	1	1	1	...	...	...	...	3	3	...	3	3	...	5	5	...	1	1	...	3	2	1	4	4	...	2	2	...	7	7	...	40	24	16
3	Third Session, 1848-49	2	2	...	...	...	...	...	...	...	3	3	...	1	1	...	4	3	1	1	1	...	...	...	...	9	8	1	2	2	...	5	3	2	44	28	16
4	Fourth Session, 1849	1	1	...	...	...	...	2	2	...	2	2	...	1	1	...	8	8	...	4	4	...	1	1	...	7	6	1	1	1	...	7	5	2	38	26	12
5	Fifth Session, 1849-50	1	1	...	...	...	...	...	...	...	9	7	2	4	4	...	3	2	1	4	4	...	1	1	...	3	2	1	2	2	...	18	9	9	49	36	13
6	Sixth Session, 1850-51	...	...	...	3	2	1	1	1	...	2	2	...	2	2	...	4	3	1	5	5	...	...	...	...	5	3	2	...	...	...	...	...	...	32	18	14
7	Seventh Session, 1851-52	...	...	...	1	1	...	2	2	...	2	...	2	4	4	...	3	3	...	7	3	4	5	5	...	6	5	1	...	...	...	...	...	...	17	9	8
8	Eighth Session, 1852	2	2	...	1	...	1	2	2	...	5	5	...	7	7	...	2	2	...	7	5	2	1	1	...	14	10	4	1	1	...	7	5	2	23	11	12
9	Ninth Session, 1852-53	2	2	...	1	...	1	1	1	...	...	...	...	...	...	...	4	3	1	3	2	1	3	3	...	11	6	5	...	...	...	5	3	2	43	21	22
10	Tenth Session, 1854	3	3	...	1	1	...	...	...	...	2	2	...	6	6	...	4	3	1	14	13	1	5	5	...	7	5	2	2	2	...	12	8	4	49	18	31
11	Eleventh Session, 1853-54	3	2	1	...	...	...	...	...	...	1	1	...	2	2	...	3	2	1	2	1	1	6	5	1	5	4	1	3	2	1	15	7	8	57	14	43
12	Twelfth Session, 1854	7	3	4	2	1	1	...	...	...	2	2	...	1	1	...	2	2	...	4	4	...	2	2	...	3	3	...	3	3	...	7	4	3	44	9	35
13	Thirteenth Session, 1854-55	2	1	1	1	...	1	2	2	...	1	...	1	1	1	...	...	...	...	1	...	1	2	2	...	3	3	...	1	1	...	7	4	3	39	11	28
14	Fourteenth Session, 1855	2	2	...	1	1	...	...	...	...	4	3	1	4	3	1	...	...	...	5	5	...	1	1	...	4	4	...	2	2	...	5	5	...	28	6	22
15	Fifteenth Session, 1855-56	3	...	3	6	3	3	1	1	...	3	2	1	3	2	1	6	1	5	...	...	...	1	1	...	6	4	2	1	1	...	3	1	2	48	15	33
16	Sixteenth Session, 1856	4	3	1	3	2	1	...	...	...	3	2	1	4	3	1	4	4	...	4	2	2	4	3	1	4	3	1	3	3	...	9	7	2	52	19	33
17	Seventeenth Session, 1856-57	4	1	3	...	...	...	1	1	...	1	1	...	3	3	...	6	4	2	2	1	1	2	2	...	4	3	1	...	...	...	4	2	2	45	23	22
18	Eighteenth Session, 1857	3	1	2	5	4	1	3	2	1	3	2	1	8	7	1	9	6	3	5	4	1	2	1	1	3	2	1	...	...	...	3	3	...	56	20	36
19	Nineteenth Session, 1857-58	2	...	2	1	...	1	5	4	1	1	1	...	5	2	3	3	...	3	1	1	...	...	...	...	5	4	1	...	...	...	2	2	...	68	27	41
	Total	49	31	18	29	18	11	20	18	2	45	26	9	62	54	8	70	51	19	75	61	14	39	36	3	104	81	23	32	30	2	123	79	44	797	365	432

FOR UPPER CANADA. PART II.—**Table K.**

WEEKLY AID GRANTED—CERTIFICATES, &c.

Who Received Weekly aid.			Total aid granted.	Attended formerly.			LEFT.						Received certificates from Masters.			Received Provincial Certificates.		
							For approved cause.			For other cause.								
Total.	Male.	Female.	Amount.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
			£ s. d.															
53	53	...	210 10 0	...	...	...	6	6	...	2	2	...	51	51	...	...	...	...
109	89	20	439 10 0	24	24	...	46	40	6	6	3	3	68	54	14	...	...	...
75	57	18	347 7 6	17	7	10	24	20	4	6	4	2	62	42	20	...	...	...
72	61	11	261 0 0	24	7	17	53	47	6	10	6	4	40	30	10	...	...	...
82	58	24	416 15 0	25	10	15	24	20	4	15	6	9	78	49	29	...	...	...
62	43	19	438 15 0	12	5	7	16	12	4	15	11	4	43	26	17	...	...	...
67	50	17	429 5 0	6	4	2	34	29	5	3	2	1	43	29	14	...	...	...
90	64	26	455 0 0	9	7	2	16	14	2	11	5	6	45	39	6	...	...	...
138	71	67	701 5 0	34	14	20	17	10	7	9	5	4	...	...	...	72	33	39
132	79	53	675 15 0	34	19	15	13	10	3	2	1	1	...	...	...	78	56	22
42	17	25	234 15 0	59	21	38	33	17	16	2	...	2	...	...	...	71	29	42
20	5	15	119 0 0	39	7	32	30	16	14	2	1	1	...	...	...	40	23	17
31	15	16	229 10 0	37	15	22	20	12	8	5	3	2	...	...	...	45	18	27
55	27	28	289 15 0	25	11	14	11	9	2	4	2	2	...	...	...	45	28	17
71	26	45	378 15 0	35	11	24	7	4	3	13	10	3	...	...	...	74	28	46
72	45	27	373 15 0	38	17	21	13	5	8	7	5	2	...	...	...	75	50	25
81	45	36	433 10 0	27	11	16	14	11	3	6	5	1	...	...	...	87	49	38
95	51	44	507 10 0	37	16	21	26	19	7	14	11	3	...	...	...	99	53	46
79	38	41	419 10 0	45	11	34	16	10	6	14	11	3	...	...	...	85	34	51
1426	894	532	£7361 2 6	527	217	310	419	311	108	146	93	53	430	320	110	771	401	370

THE STUDENTS OF THE NORMAL SCHOOL CAME.

Simcoe.			Wentworth.			Halton.			Brant.			Lincoln and Welland.			Haldimand.			Norfolk.			Oxford.			Waterloo.			Wellington.			Grey.			Perth.			Huron and Bruce.			Middlesex.			Elgin.			Kent.			Lambton.			Essex.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
3	3	...	3	3	...	...	...	...	2	2	...	4	4	...	...	...	...	1	1	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...
4	4	...	4	4	...	3	3	...	5	2	3	14	7	7	1	1	...	7	7	...	4	2	2	3	3	...	1	1	...	...	...	...	1	1	...	3	4	...	3	3	...	...	...	...	...	...	...	...	...	...
3	2	1	5	4	1	1	1	...	2	2	...	9	3	6	...	...	...	...	...	...	10	5	5	1	1	...	1	1	...	...	...	...	2	2	...	1	1	...	3	3	...	...	...	...	...	...	...	...	...	...
1	1	...	5	2	3	3	3	...	4	2	2	10	7	3	...	...	...	3	3	...	2	2	...	2	2	...	1	1	...	...	...	...	2	2	...	2	2	...	2	2	...	...	...	...	...	...	...	...	...	...
1	1	...	3	2	1	1	1	...	1	...	1	8	3	5	3	1	2	3	2	1	2	2	...	2	2	...	1	1	...	...	...	...	1	1	...	2	2	...	4	4	...	...	...	...	...	...	...	...	...	...
4	4	...	2	1	1	5	5	...	...	...	...	5	5	...	1	1	...	3	3	...	3	2	1	2	1	1	1	1	...	...	...	1	...	1	...	1	1	...	4	4	...	...	...	...	...	...	...	...	...	...
2	1	...	1	1	...	6	4	2	4	4	...	26	23	3	16	13	3	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	2	2	...	...	...	...	...	...	...	...	...	...
1	1	...	7	4	3	8	4	4	4	3	1	24	16	8	...	...	...	3	2	1	4	2	2	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	11	6	5	1	1	...	1	1	...	6	2	4
2	...	2	3	2	1	13	6	7	3	3	...	10	6	4	4	3	1	4	4	...	4	3	1	...	...	...	...	...	...	...	...	...	...	...	...	2	1	1	3	2	1	2	2	...	3	3	...	...	...
4	3	1	4	2	2	14	2	12	3	3	...	6	4	2	...	...	...	6	6	...	10	3	7	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	8	3	5	3	2	1	1	1	...	...	...
3	3	...	3	1	2	1	1	...	2	1	1	1	1	...	1	1	...	5	4	1	3	2	1	...	...	...	5	3	2	1	1	...	...	...	...	...	...	...	2	1	1	1	1	...	1	1	...	2	...	2
3	2	1	4	4	...	2	2	...	3	1	2	5	2	3	2	1	1	3	3	...	2	2	...	...	...	...	3	2	1	1	1	...	...	...	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...
2	2	...	7	1	6	2	...	2	2	2	4	5	4	1	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...	...	...	...	...	...	...	2	2	...	1	1	...	1	1	...	...	...	...
1	1	...	7	2	5	3	2	1	8	1	7	14	6	8	1	1	...	2	1	1	1	1	...	...	...	...	2	1	1	...	...	...	1	1	...	1	1	...	2	2	...	1	1	...	1	1	...	3	1	2
2	2	...	9	3	6	...	...	...	2	1	1	7	4	3	1	1	...	2	2	...	1	1	...	...	...	...	8	4	4	1	1	...	1	1	...	...	...	...	3	1	2	1	1	...	1	1	...	2	2	...
1	1	...	5	1	4	2	2	...	2	2	...	5	3	2	1	1	...	5	3	2	5	2	3	4	3	1	2	1	1	1	1	1	...	...	...	...	...	11	4	7	2	2	...	2	1	1	2	1	1
1	1	...	9	2	7	5	2	3	3	1	2	9	6	3	3	3	...	3	3	...	7	6	1	5	1	4	1	1	...	1	1	...	...	...	...	...	...	...	9	7	2	2	2	...	2	2	...	1	1	...
3	3	...	7	3	4	4	1	3	...	...	...	5	4	1	2	1	1	5	3	2	8	3	5	2	1	1	6	...	6	...	...	...	1	1	...	1	1	...	6	3	3	2	2	...	2	1	1	5	4	1
40	32	8	88	37	51	73	37	36	60	30	30	157	85	72	29	16	13	51	26	25	70	39	31	17	14	3	41	15	26	8	3	5	5	4	1	18	12	6	111	60	51	140	83	57	17	7	10	24	14	10	7	3	4

Part II—Table K.—(*Continued.*) The Normal School

Abstract No. 3.—Religious Denominations of the

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.	Total No. of Students Admitted.			Church of England.			Roman Catholics.			Presbyterians.			Methodists.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session, 1847–48	63	63	...	14	14	...	7	7	..	10	10	...	22	22	...
2	Second Session, 1848	125	98	27	30	24	6	8	7	1	29	21	8	33	27	6
3	Third Session, 1848–49	108	76	32	21	9	12	6	6	..	20	12	8	42	33	9
4	Fourth Session, 1849	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11
5	Fifth Session, 1849–50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18
6	Sixth Session 1850–51	74	49	25	10	8	2	6	2	4	10	9	1	31	20	11
7	Seventh Session, 1851–52	80	60	20	8	7	1	5	2	3	16	16	...	37	26	11
8	Eighth Session, 1852	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13
9	Ninth Session, 1852–53	144	74	70	22	10	12	6	5	1	28	18	10	69	28	41
10	Tenth Session, 1853	161	97	64	26	18	8	7	4	3	38	22	16	55	32	23
11	Eleventh Session, 1853–54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33
12	Twelfth Session, 1854	111	52	59	13	5	8	9	3	6	36	17	19	44	20	24
13	Thirteenth Session, 1854–55	101	39	62	17	7	10	1	...	1	32	17	15	33	11	22
14	Fourteenth Session, 1855	86	44	42	12	5	7	4	2	2	22	11	11	27	16	11
15	Fifteenth Session, 1855–56	137	55	82	10	3	7	2	1	1	42	15	27	46	18	28
16	Sixteenth Session, 1856	118	66	52	10	5	5	3	2	1	31	16	15	52	31	21
17	Seventeenth Session, 1856–57	134	75	59	12	7	5	1	1	..	53	33	22	45	24	21
18	Eighteenth Session, 1857	167	93	74	34	15	19	7	4	3	59	33	24	48	27	21
19	Nineteenth Session, 1857–58	159	76	83	25	10	15	2	1	1	49	29	20	53	21	32
	Total	2276	1326	950	342	197	145	104	67	37	585	339	246	830	474	356

Note.—The revised terms of admission to the Normal School, and the new programme of the course of study therein, are given in the Appendix, which see.

FOR UPPER CANADA. PART II.—Table K.—*(Continued.)*

STUDENTS ATTENDING THE NORMAL SCHOOL.

Baptists.			Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
4	4	...	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
9	7	2	11	8	3	...	...	...	...	...	...	1	1	...	1	1	...	...	...	...	3	2	1
6	4	2	2	1	1	1	1	...	1	1	...	...	...	...	1	1	...	...	...	...	8	8	...
9	6	3	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	6	6	...
14	5	9	4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	4	4	...
8	4	4	4	3	1	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	3	1	2
8	6	2	4	1	3	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...
10	8	2	3	2	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	9	9	3
10	5	5	2	2	...	...	...	...	2	2	...	...	...	...	...	...	...	2	2	...	3	2	1
18	11	7	3	1	2	...	...	...	4	4	...	...	...	...	1	...	1	3	1	2	6	4	2
16	6	10	7	3	4	...	...	...	3	3	...	...	...	...	2	1	1	1	...	1	1	...	1
5	5	...	2	...	2	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...
8	1	7	5	...	5	...	...	...	2	...	2	...	...	...	1	1	...	1	1	...	1	1	...
13	7	6	6	1	5	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...
21	10	11	10	3	7	...	...	...	1	1	...	...	...	...	1	...	1	...	...	...	4	4	...
9	5	4	10	5	5	...	...	...	...	...	...	...	...	...	...	...	...	3	2	1	...	...	...
8	5	3	6	2	4	...	...	...	3	1	2	...	...	...	...	...	...	...	...	...	4	2	2
14	10	4	3	1	2	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...
18	10	8	9	2	7	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	2	...
208	119	89	101	47	54	1	1	...	24	20	4	1	1	...	7	4	3	15	11	4	58	46	12

PART II.—Table L. THE OTHER EDUCATIONAL

MUNICIPALITIES.	COLLEGES.				ACADEMIES.			PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools, and Academies.	Total Students and Pupils.	Total amount received from Fees and Legislative aid.
Counties.			£ s. d.	£ s. d.			£ s. d.					£ s. d.			£ s. d.
1 Glengarry	...	...	.....	.....	...	...	.....	2	25	5	1	18 0 0	2	25	18 0 0
2 Stormont	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
3 Dundas	...	...	.....	.....	...	...	.....	1	13	6	1	26 0 0	1	13	26 0 0
4 Prescott	...	...	.....	.....	1	12	.....	...	...	...	...	.....	1	12	.....
5 Russell	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
6 Carleton	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
7 Grenville	...	...	.....	.....	1	26	.....	...	...	...	...	.....	1	26	.....
8 Leeds	...	...	.....	.....	...	...	.....	4	53	10	3	47 10 0	4	53	47 10 0
9 Lanark	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
10 Renfrew	...	...	.....	.....	...	...	.....	5	94	8	4	93 0 0	5	94	93 0 0
11 Frontenac	...	...	.....	.....	...	...	.....	2	...	...	...	.....	2	...	.....
12 Addington	...	...	.....	.....	...	...	.....	1	17	6	2	4 0 0	1	17	4 0 0
13 Lennox	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
14 Prince Edward	...	...	.....	.....	1	51	74 10 0	...	...	...	...	.....	1	51	74 10 0
15 Hastings	...	...	.....	.....	1	30	50 0 0	5	63	9	5	53 10 0	6	93	103 10 0
16 Northumberland	...	...	.....	.....	...	...	.....	2	35	12	2	60 0 0	2	35	60 0 0
17 Durham	...	...	.....	.....	...	...	.....	3	57	12	3	46 0 0	3	57	46 0 0
18 Peterborough	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
19 Victoria	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
20 Ontario	...	...	.....	.....	...	...	.....	2	15	10	2	25 0 0	2	15	25 0 0
21 York	...	...	.....	.....	...	...	.....	16	311	9	11	372 10 0	16	311	372 10 0
22 Peel	...	...	.....	.....	...	...	.....	6	82	11	5	70 0 0	6	82	70 0 0
23 Simcoe	...	...	.....	.....	2	10	160 0 0	6	79	10	4	100 0 0	8	89	260 0 0
24 Halton	...	...	.....	.....	3	63	.....	12	245	10	15	133 0 0	15	308	133 0 0
25 Wentworth	...	...	.....	.....	...	...	.....	6	127	10	4	47 15 0	6	127	47 15 0
26 Brant	...	...	.....	.....	...	...	.....	3	103	8	3	50 0 0	3	103	50 0 0
27 Lincoln	...	...	.....	.....	...	...	.....	1	28	20	2	50 0 0	1	28	50 0 0
28 Welland	...	...	.....	.....	...	...	.....	2	32	12	2	.....	2	32	.....
29 Haldimand	...	...	.....	.....	...	...	.....	1	20	12	1	75 0 0	1	20	75 0 0
30 Norfolk	...	...	.....	.....	...	...	.....	5	138	4	2	44 2 0	5	138	44 2 6
31 Oxford	...	...	.....	.....	...	...	.....	4	73	11	5	154 0 0	4	73	154 0 0
32 Waterloo	...	...	.....	.....	...	...	.....	3	78	9	3	21 0 0	3	78	21 0 0
33 Wellington	...	...	.....	.....	...	...	.....	6	91	8	8	62 11 3	6	91	62 11 3
34 Grey	...	...	.....	.....	...	...	.....	1	30	6	1	25 0 0	1	30	25 0 0
35 Perth	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
36 Huron	...	...	.....	.....	...	...	.....	1	15	6	1	30 0 0	1	15	30 0 0
37 Bruce	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
38 Middlesex	...	...	.....	.....	...	...	.....	6	117	9	9	292 0 0	6	117	292 0 0
39 Elgin	...	...	.....	.....	...	...	.....	1	24	4	1	30 0 0	1	24	30 0 0
40 Kent	...	...	.....	.....	...	...	.....	1	25	6	1	12 0 0	1	25	12 0 0
41 Lambton	...	...	.....	.....	...	...	.....	1	28	6	1	12 10 0	1	28	12 10 0
42 Essex	...	...	.....	.....	1	40	100 0 0	...	...	...	...	.....	1	40	100 0 0
Total	...	...	.....	.....	10	232	384 10 0	109	2018	9	102	1954 8 9	119	2250	2338 18 9
Cities.															
1 Toronto	*8	800	20000 0 0	3800 0 0	6	300	1000 0 0	8	200	...	...	350 0 0	22	1300	25150 0 0
2 Hamilton	...	...	.....	.....	1	80	800 0 0	15	600	...	...	700 9 0	16	680	1500 9 0
3 Kingston	*2	225	1790 0 0	3600 0 0	2	80	350 0 0	14	570	...	...	600 0 0	18	875	6340 0 0
4 London	...	...	.....	.....	1	79	400 0 0	4	198	10	8	125 0 0	5	277	525 0 0
5 Ottawa	*1	70	300 0 0	300 0 0	...	...	.....	9	270	...	12	.....	10	340	600 0 0
Total	11	1095	22090 0 0	7700 0 0	10	539	2550 0 0	50	1838	10	20	1775 9 0	71	3472	34115 9 0

* These amounts are taken principally from 1856, as no Reports under this head were received by the Department for 1857. They ought to be considerably more.

	MUNICIPALITIES.	COLLEGES.				ACADEMIES.			PRIVATE SCHOOLS.					TOTAL.		
		No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools and Academies.	Total Students and Pupils.	Total amount received from Fees and Legislative aid.
	Towns.			£ s. d.	£ s. d.			s. d.					£ s. d.			£ s. d.
1	Belleville	...	...	.....	.....	...	...	.....	7	140	...	7	.....	7	140	.....
2	Brantford	...	...	.....	.....	...	...	.....	2	50	12	4	.....	2	50	.....
3	Brockville	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
4	Chatham	...	...	.....	.....	1	40	200 0 0	2	100	12	3	225 0 0	3	140	425 0 0
5	Cobourg	1	240	750 0 0	950 0 0	4	90	.....	1	20	10	2	.....	6	350	1700 0 0
6	Cornwall	...	...	.....	.....	...	...	.....	3	100	12	3	.....	3	100	.....
7	Dundas	...	...	.....	.....	...	...	.....	5	150	...	5	.....	5	150	.....
8	Galt	...	...	.....	.....	...	...	.....	2	45	12	2	90 0 0	2	45	90 0 0
9	Goderich	...	...	.....	.....	...	...	.....	2	70	6	2	.....	2	70	.....
10	Guelph	...	...	.....	.....	...	...	.....	1	32	12	1	98 0 0	1	32	98 0 0
11	Niagara	...	...	.....	.....	...	...	.....	2	40	6	4	.....	2	40	.....
12	Owen Sound	...	..	.....	.....	3	25	62 10 0	...	...	...	...	.....	3	25	62 10 0
13	Paris	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
14	Perth	...	...	.....	.....	...	...	.....	2	40	...	...	60 0 0	2	40	60 0 0
15	Peterboro'	...	...	.....	.....	...	...	.....	2	80	11	3	320 0 0	2	80	320 0 0
16	Picton	...	...	.....	.....	...	...	.....	3	45	6	3	.....	3	45	.....
17	Port Hope	...	...	.....	.....	...	...	.....	6	40	10	7	250 0 0	6	40	250 0 0
18	Prescott	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
19	Sarnia	...	...	.....	.....	...	...	.....	3	30	12	5	.....	3	30	.....
20	St. Catherines	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
21	Whitby	...	...	.....	.....	...	...	.....	4	90	11	5	168 0 0	4	90	168 0 0
	Total	1	240	750 0 0	950 0 0	8	105	262 10 0	47	1072	10	56	1211 0 0	56	1467	3173 10 0
	Municipalities.															
1	Amherstburgh	...	...	.....	.....	...	...	.....	1	25	5	1	80 0 0	1	25	80 0 0
2	Barrie	...	...	.....	.....	...	...	.....	4	74	10	8	300 0 0	4	74	300 0 0
3	Clifton	...	...	.....	.....	...	...	.....	1	12	2	1	5 0 0	1	12	5 0 0
4	Simcoe	...	...	.....	.....	1	35	350 0 0	2	48	10	...	280 0 0	3	83	630 0 0
5	Woodstock	...	...	.....	.....	...	...	.....	2	50	10	3	250 0 0	2	50	250 0 0
	Total	...	...	.....	.....	1	35	350 0 0	10	209	7	13	915 0 0	11	244	1265 0 0
	Incorporated Villages.															
1	Berlin	...	...	.....	.....	...	...	.....	2	16	2	...	.....	2	16	.....
2	Bowmanville	...	...	.....	.....	...	...	.....	4	...	...	...	.....	4	...	.....
3	Brampton	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
4	Caledonia	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
5	Chippawa	...	...	.....	.....	...	...	.....	2	30	1	2	.....	2	30	.....
6	Ingersoll	...	...	.....	.....	...	...	.....	3	...	...	6	.....	3	...	.....
7	Kemptville	...	...	.....	.....	1	12	75 0 0	...	...	...	...	.....	1	12	75 0 0
8	Napanee	...	...	.....	.....	...	...	.....	1	...	...	...	.....	1	...	.....
9	Newcastle	...	...	.....	.....	1	40	.....	...	...	...	...	.....	1	40	.....
10	Oshawa	...	...	.....	.....	...	...	.....	1	18	12	1	100 0 0	1	18	100 0 0
11	Preston	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
12	St. Mary's	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
13	St. Thomas	...	...	.....	.....	3	50	300 0 0	...	...	...	...	.....	3	50	300 0 0
14	Smith's Falls	...	...	.....	.....	1	21	25 0 0	1	30	11	1	.....	2	51	25 0 0
15	Stratford	...	...	.....	.....	2	30	180 0 0	...	...	...	...	.....	2	30	180 0 0
16	Thorold	...	...	.....	.....	...	...	.....	3	70	8	3	100 0 0	3	70	100 0 0
17	Trenton	...	...	.....	.....	...	...	.....	2	20	10	2	50 0 0	2	20	50 0 0
18	Windsor	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
19	Vienna	...	...	.....	.....	...	...	.....	1	35	12	1	35 0 0	1	35	35 0 0
20	Yorkville	...	...	.....	.....	...	...	.....	3	50	12	4	150 0 0	3	50	150 0 0
	Total	...	...	.....	.....	8	153	580 0 0	23	269	8	20	435 0 0	31	422	1015 0 0
	Grand Total	12	1335	22840 0 0	8650 0 0	37	1114	4127 0 0	239	5406	9	211	6290 17 9	288	7855	41907 17 9
	Total, 1857	12	1335	22840 0 0	8650 0 0	28	1007	4067 0 0	239	5213	9	209	7350 16 0	279	7557	42907 16 0
	Increase	...	...	.....	.....	9	107	60 0 0	...	193	...	2	.....	9	297	.....
	Decrease	...	...	.....	.....	...	...	.....	...	...	...	...	1059 18 3	...	...	999 18

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE								
	MONEYS.			VOL-					
	Amount of Local Appropriation for 1857.	Amount of Legislative Apportionment for 1857.	Value of Books sent in 1857.	Total No. Volumes sent in 1857.	History.	Zoology.	Botany.	Natural Phenomena.
	£ s. d.	£ s. d.	£ s. d.					
Russell:								
Clarence, No. 1	6 10 11	6 10 11	13 1 10	81	41	11	1	.....
Carleton:								
Fitzroy	50 0 0	50 0 0	100 0 0	690	168	37	7	17
Gloucester, No. 9	5 0 0	5 0 0	10 0 0	87	18	9	0	5
Do. No. 13	3 0 0	3 0 0	6 0 0	56	27	6	3	7
Leeds:								
Elizabethtown, No. 19	3 15 0	3 15 0	7 10 0	93	31	.....	.....	.....
Leeds & Lansdowne Front, No. 10	20 18 9	20 18 9	41 17 6	288	23	12	11	6
Yonge, No. 2	2 0 0	2 0 0	4 0 0	45	10	4	.....	20
Grenville:								
Augusta, No. 1	12 10 0	12 10 0	25 0 0	192	33	16	6	19
Lanark and Renfrew:								
County Jail	15 0 0	15 0 0	30 0 0	282	31	14	.....	1
Montague, No. 6	5 0 0	5 0 0	10 0 0	74	7	9	.....	12
Do. No. 8	4 0 6	4 0 0	8 0 0	108	28	7	1	2
Do. No. 12	6 10 7½	6 10 7½	13 1 3	126	18	5	.....	1
Ramsay	25 6 6½	25 6 6½	50 13 1	615	127	29	8	3
Frontenac:								
Penitentiary	11 10 8	11 10 8	23 1 4	174	10	7	.....	9
Pittsburgh, No. 5	8 0 0	3 0 0	6 0 0	64	11	10	.....	1
Hastings:								
Madoc, Elzevir and Tudor	50 0 0	50 0 0	100 0 0	767	115	76	16	23
Madoc, No. 9	5 0 0	5 0 0	10 0 0	105	28	9	2	9
Do. No. 14	3 5 0	3 5 0	6 10 0	63	21	8	.....	1
Tyendinaga	95 0 0	95 0 0	190 0 0	1413	201	71	22	24
Northumberland:								
Cramahe & Haldimand, Nos. 10 & 5	2 0 0	2 0 0	4 0 0	42	6	4	.....	.....
Monaghan, South	50 0 0	50 0 0	100 0 0	715	110	58	13	10
Durham:								
Cartwright, No. 6	13 2 6	13 2 6	26 5 0	202	55	19	.....	14
Peterboro:								
Belmont	12 10 0	12 10 0	25 0 0	166	40	10	1	5
Emily	50 0 0	50 0 0	100 0 0	748	104	59	18	16
Fenelon, No. 3	10 5 0	10 5 0	20 10 0	130	27	11	1	4
Eldon, No. 3	3 11 0	3 11 0	7 2 0	76	5	1	.....	.....
Do. No. 4	4 10 0	4 10 0	9 0 0	64	47	3	.....	10
Do. No. 5	5 0 0	5 0 0	10 0 0	88	7	.....	.....	12
Eldon and Mariposa, No. 1	11 8 9	11 8 9	22 17 6	182	41	1	.....	1
Do. do. No. 2	9 13 2	9 13 2	19 6 4	162	25	4	.....	.....
Mariposa, No. 1	7 10 11	7 10 11	15 1 10	148	43	.....	.....	2
Do. No. 2	7 8 9	7 8 9	14 17 6	150	39	6	.....	8
Do. No. 3	7 17 6	7 17 6	15 15 0	159	28	5	.....	5
Do. No. 4	7 8 1½	7 8 1½	14 16 3	165	40	13	.....	3
Do. No. 5	4 18 7½	4 18 7½	9 17 3	60	26	4	.....	1
Do. No. 6	10 0 0	10 0 0	20 0 0	150	31	12	.....	3
Do. No. 7	8 6 7½	8 6 7½	16 13 3	148	33	12	3	9
Do. No. 8	10 0 0	10 0 0	20 0 0	170	45	6	.....	1
Do. No. 9	8 2 9½	8 2 9½	16 5 7	125	17	5	1	.....
Do. No. 10	8 7 9½	8 7 9½	16 15 7	112	15	8	.....	.....
Do. No. 11	8 7 6	8 7 6	16 15 0	178	31	11	.....	3
Do. No. 12	10 0 0	10 0 0	20 0 0	185	23	.....	4	7
Do. No. 13	7 6 3	7 6 3	14 12 6	139	18	21	2	3
Do. No. 14	7 16 10½	7 16 10½	15 13 9	127	38	.....	.....	.....
Do. No. 15	6 5 0	6 5 0	12 10 0	92	36	2	.....	.....
Do. No. 16	10 0 0	10 0 0	20 0 0	140	38	15	.....	2
Do. No. 17	6 13 9	6 13 9	13 7 6	127	45	13	.....	2
Do. No. 18	6 9 4½	6 9 4½	12 18 9	108	25	2	1	.....
Do. No. 19	8 10 3½	8 10 3½	17 0 7	109	17	4	.....	1
Ops	10 0 0	10 0 0	20 0 0	186	100	10	.....	.....
Ontario:								
Pickering, No. 7	5 0 0	5 0 0	10 0 0	63	10	5	.....	2
Do. No. 13	10 0 0	10 0 0	20 0 0	122	29	2	.....	3
Whitby Jail	5 0 0	5 0 0	10 0 0	106	21	14	.....	1

EDUCATIONAL DEPARTMENT DURING THE YEAR.

UMES.

Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teacher's Library.	No. of times Volumes taken out.	No. of inhabitants reading.
2	1	2	.....	.....	.....	.....	5	5	1	11	1	210	50
23	8	7	1	7	65	14	66	69	78	111	12	N. R.	N. R.
.....	1	.....	.....	.....	7	2	9	13	8	13	2	100	24
.....	.....	.....	.....	.....	1	3	1	3	5	.....	.....		
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56	.....	387	266
9	1	.....	1	.....	18	15	18	11	24	125	.....	N. R.	N. R.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....	330	211
4	.....	1	1	.....	27	5	4	36	25	10	5	75	15
14	...	.....	.....	.....	12	3	14	14	63	114	2	N. R.	N. R.
2	4	4	4	.....	15	2	3	2	8	2	.....	N. R.	N. R.
1	.....	4	.....	.....	11	.....	.....	2	6	45	1	N. R.	N. R.
3	2	3	.....	.....	.....	1	12	13	18	50	.....	N. R.	N. R.
5	1	10	.....	.....	16	45	70	49	42	201	9	3970	950
10	.....	10	.....	.....	1	.....	26	.....	8	92	.....	N. R.	N. R.
1	.....	3	.....	.....	5	.....	.....	6	14	14	.....	214	40
31	6	14	2	5	47	5	60	107	81	124	9	N. R.	N. R.
2	.....	1	.....	.....	3	4	2	10	7	26	2	N. R.	N. R.
.....	2	3	.....	.....	.....	2	.....	.....	20	6	.....	N. R.	N. R.
23	6	14	2	2	70	40	129	117	144	534	14	935	377
.....	.....	4	.....	.....	.....	.....	.....	1	.....	27	.....	75	10
15	.....	17	5	.....	44	19	48	60	94	214	8	N. R.	N. R.
5	4	1	.....	.....	10	15	6	13	28	31	1	85	14
5	3	9	.....	.....	6	5	6	6	26	44	.....	44	22
16	9	14	5	3	51	75	44	69	105	148	12	179	153
2	1	2	.....	.....	5	.....	19	19	14	25	.....		
1	.....	.....	.....	.....	.....	.....	1	.....	3	65	.....		
1	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	544	192
.....	.....	3	.....	.....	2	8	6	2	48	.....	.....		
6	.....	2	.....	.....	4	.....	15	13	25	74	.....		
1	.....	.....	.....	.....	.....	.....	5	3	22	100	.....		
4	.....	.....	.....	.....	.....	6	18	15	25	35	.....		
3	1	.....	.....	.....	9	1	1	23	18	38	3		
4	.....	3	.....	.....	.....	1	2	.....	4	107	.....		
2	.....	2	.....	.....	1	.....	11	19	31	43	.....		
3	.....	.....	.....	.....	.....	.....	4	5	2	15	.....		
.....	.....	4	.....	.....	5	6	9	7	17	36	.....		
4	.....	1	.....	.....	3	6	11	22	17	26	2		
6	.....	5	.....	.....	4	15	17	7	17	47	.....		
3	3	1	.....	.....	3	.....	9	2	9	72	.....		
.....	.....	.....	.....	.....	.....	.....	29	17	24	19	.....	2177	889
4	.....	3	.....	.....	5	5	20	12	24	60	.....		
11	.....	2	.....	.....	.....	19	13	6	11	89	.....		
3	2	6	.....	.....	2	5	13	23	15	24	2		
1	.....	4	.....	.....	14	12	4	16	30	18	.....		
18	.....	6	.....	.....	.....	3	3	5	15	4	.....		
4	1	1	.....	.....	9	5	2	6	57	.....	.....		
5	1	.....	.....	.....	3	7	16	5	19	11	.....		
10	4	.....	.....	.....	5	1	3	.....	.....	55	.....		
5	.....	4	1	.....	2	.....	4	3	13	75	.....		
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	N. R.	N. R.
8	.....	.....	.....	1	1	1	13	.....	2	20	.....	408	174
4	2	.....	.....	.....	8	7	6	17	18	26	.....		
.....	.....	3	.....	.....	4	5	4	7	12	35	.....	1385	271

Part II.—Table M.—(*Continued.*) **The Free Public Libraries**

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE								
	MONEYS.			VOL-					
	Amount of Local Appropriation for 1857	Amount of Legislative Apportionment for 1857.	Value of Books sent in 1857.	Total No. Volumes sent in 1857.	History.	Zoology.	Botany.	Natural Phenomena.
	£ s. d.	£ s. d.	£ s. d.					
York:								
Vaughan, A. B. C.	6 0 0	6 0 0	12 0 0	114	23	...	...	...
Do. No. 10	11 13 0½	11 13 0½	23 6 1	213	49	15	3	10
Markham, No. 1	3 10 0	3 10 0	7 0 0	94	5	...	...	...
Whitchurch, No. 1	6 5 0	6 5 0	12 10 0	71	38	...	...	...
Simcoe:								
Essa, No. 3	17 0 0	17 0 0	34 0 0	280	38	23	6	21
Wentworth:								
Saltfleet, No. 7	10 0 0	10 0 0	20 0 0	170	41	5	1	2
Lincoln:								
Grantham	100 0 0	100 0 0	200 0 0	1302	268	107	16	17
Welland:								
Humberstone, No. 4	12 10 0	12 10 0	25 0 0	224	21	20	8	5
Haldimand:								
Cayuga, North	6 0 3	6 0 3	12 0 6	69	5	1	...	...
Seneca	100 0 0	100 0 0	200 0 0	1403	247	105	18	22
Oxford:								
Nissouri, East	125 0 0	125 0 0	250 0 0	1980	173	76	14	17
Waterloo:								
Dumfries, North, No. 25	2 10 0	2 10 0	5 0 0	52	6	...	...	10
Galt G. S.	2 11 2	2 11 2	5 2 4	8	...	...	...	...
Waterloo, No. 16	12 10 0	12 10 0	25 0 0	191	19	18	1	16
Wellesley	59 11 0	59 11 0	119 2 0	876	87	45	10	10
Wellington:								
Garafraxa, No. 1	8 15 0	8 15 0	17 10 0	119	17	8	...	5
Do. No. 5	12 10 0	12 10 0	25 0 0	213	18	9	4	16
Do. No. 6	7 10 0	7 10 0	15 0 0	108	35	6	...	...
Do. No. 8	9 16 10	9 16 10	19 13 8	137	27	7	...	...
Guelph, No. 6	7 0 0	7 0 0	14 0	110	13	6	...	11
Grey:								
Artemesia	16 12 3	16 12 3	33 4 6	245	51	9	2	4
Holland, No. 4	3 0 0	3 0 0	6 0 0	62	10	...	...	7
Huron:								
Colborne	6 0 0	6 0 0	12 0 0	74	19	...	...	...
Grey	26 5 0	26 5 0	52 10 0	474	125	61	2	15
Stanley, No. 3	13 0 0	13 0 0	26 0 0	164	30	2	...	1
Tuckersmith	70 9 0	70 9 0	140 18 0	1239	109	58	13	18
Wawanosh	150 0 0	150 0 0	300 0 0	2222	246	122	23	24
Perth:								
Easthope North, No. 1	6 5 0	6 5 0	12 10 0	128	19	4	...	...
Bruce:								
Bruce and Kincardine, No. 1	12 10 0	12 10 0	25 0 0	205	36	25	5	10
Middlesex:								
Adelaide	7 10 0	7 10 0	15 0 0	88	15	3	1	4
Delaware	25 0 0	25 0 0	50 0 0	353	68	30	10	10
Elgin (County)	7 2 10½	7 2 10½	14 5 9	80	16	4	2	2
Kent:								
Chatham	100 0 0	100 0 0	200 0 0	1431	203	103	23	22
Howard, No. 6	8 0 0	8 0 0	16 0 0	155	28	9	...	5
Do. No. 14	5 0 0	5 0 0	10 0 0	75	30	3	...	1
Raleigh, Ward No. 5	25 0 0	25 0 0	50 0 0	455	124	19	10	13
Lambton:								
Euphemia	50 0 0	50 0 0	100 0 0	567	132	26	1	13
Sarnia, No. 2	30 0 0	30 0 0	60 0 0	455	90	28	1	10
Cities:								
Hamilton	25 0 0	25 0 0	50 0 0	182	67	...	...	...
Toronto	150 0 0	150 0 0	300 0 0	1626	206	95	15	21
Villages:								
Elora	60 5 9½	60 5 0	120 10 0	731	212	31	19	26
Smith's Falls	26 12 0	26 12 9½	53 5 7	249	73	18	2	2
	823 11 11	823 11 11	1647 3 10					

EDUCATIONAL DEPARTMENT DURING THE YEAR.

UMNS.

Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teacher's Library.	No. of times Volumes taken out.	No. of inhabitants reading.
...	...	...	...	...	...	...	2	...	6	83	...		
7	5	2	...	...	6	2	1	12	21	80	...	2741	610
7	...	1	1	...	1	2	...	...	2	74	1		
...	...	...	...	...	...	2	9	...	...	22	...	956	201
11	2	7	...	1	15	10	12	27	33	69	5	100	30
5	...	...	...	...	3	12	8	13	29	45	6	N.R.	N.R.
50	14	27	12	4	103	115	155	69	180	147	8	644	143
11	1	6	2	1	12	25	27	25	8	51	1	224	29
2	...	...	...	...	...	...	46	2	13	...	...	N.R.	N.R.
44	11	23	15	5	57	93	187	89	204	270	13	244	173
45	9	26	11	7	78	72	140	155	252	895	10	1330	459
...	...	...	...	...	1	...	...	...	...	35	...	N.R.	N.R.
1	...	...	...	...	...	...	6	...	1	...	...	N.R.	N.R.
3	...	...	...	...	8	9	13	16	44	43	1	N.R.	N.R.
23	5	12	1	5	58	36	37	64	102	354	7	N.R.	N.R.
4	...	...	...	...	14	4	10	20	27	8	2		
5	...	1	...	...	7	5	76	21	31	66	4	488	74
...	...	...	...	...	2	4	5	9	13	34	...		
1	1	1	...	...	3	2	30	19	20	26	...		
1	...	1	...	...	...	...	...	13	9	56	...	1864	181
15	...	1	...	1	7	2	15	8	22	105	3	488	41
1	...	9	...	...	1	8	4	1	18	3	...	41	11
...	...	...	...	...	13	...	3	19	3	17	...	515	477
4	2	7	...	1	77	9	50	10	46	118	7	N.R.	N.R.
4	...	...	...	...	16	1	4	40	27	36	3	N.R.	N.R.
9	6	16	3	3	48	15	26	76	80	749	10	70	50
63	25	22	18	4	69	71	237	119	291	878	10	123	N.R.
2	1	2	...	...	...	2	11	14	6	67	...	1775	N.R.
1	4	1	9	...	21	5	3	11	18	50	6	N.R.	N.R.
...	...	...	...	...	...	3	7	5	4	46	...	1430	256
16	1	12	4	2	25	30	34	33	61	15	2	960	92
1	...	3	...	...	...	4	20	2	...	18	8	464	77
58	9	23	15	5	52	108	132	144	206	308	20	2263	389
3	2	1	...	...	11	1	6	15	30	43	1		
3	1	1	...	1	3	2	...	7	21	2	...	1023	124
9	2	10	...	1	28	9	22	33	76	92	7	97	24
21	2	6	2	...	34	38	78	27	25	156	6	550	170
21	4	6	5	2	19	39	54	20	42	114	...	367	94
13	...	2	3	...	...	13	51	15	3	14	1		
39	8	24	9	3	28	99	84	104	179	709	3		
27	14	19	3	...	23	36	73	100	59	75	14		
8	5	6	...	2	6	9	45	12	28	32	1		

TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	THE FREE PUBLIC LIBRARIES SUPPLIED												
	MONEYS.					Number of Libraries, exclusive of sub-divisions.	VOL-						
	Amount of Local Appropriation for 1857.	Amount of Legislative Apportionment for 1857.	Value of Books sent in 1857.	Value of Books sent in former years.	Total Value of Books sent.		Total No. of Volumes in Library.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.
Towns.	£ s. d.	£ s. d.		£ s. d.	£ s. d.								
Belleville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
Brantford	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
Brockville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
Chatham	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
Cobourg	.....	.....	.....	125 0 0	125 0 0	1	827	155	56	13	30	21	
Cornwall	.....	.....	.....	50 0 0	50 0 0	1	378	87	27	6	22	7	
Dundas	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Galt	.....	.....	.....	50 0 0	50 0 0	1	280	88	23	7	...	9	
Goderich	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Guelph	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Niagara	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Owen Sound	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Paris	.....	.....	.....	40 0 0	40 0 0	1	296	50	36	7	20	6	
Perth	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Peterboro'	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Picton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Port Hope	.....	.....	.....	50 0 0	50 0 0	1	317	31	19	2	20	3	
Prescott	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Sarnia	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
St. Catharines	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Whitby	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Total	.....	.....	.....	315 0 0	315 0 0	5	2098	411	161	35	92	46	
Town Municipalities.													
Amherstburgh	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Barrie	.....	.....	.....	50 0 0	50 0 0	1	266	66	21	8	17	5	
Clifton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Simcoe	.....	.....	.....	162 10 0	162 10 0	1	761	186	44	10	24	11	
Woodstock	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Total	.....	.....	.....	212 10 0	212 10 0	2	1027	252	65	18	41	16	
Villages.													
Berlin	.....	.....	.....	49 17 6	49 17 6	1	325	54	29	2	12	4	
Bowmanville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Brampton	.....	.....	.....	50 0 0	50 0 0	1	413	92	21	2	10	14	
Caledonia	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Chippewa	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Elora	60 5 0	60 5 0	120 10 0	.....	120 10 0	1	731	242	31	19	26	27	
Ingersoll	.....	.....	.....	101 6 6	101 6 6	1	693	129	46	8	29	19	
Kemptville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Napanee	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Newcastle	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Oshawa	.....	.....	.....	100 0 0	100 0 0	1	627	105	43	5	19	19	
Preston	.....	.....	.....	57 10 0	57 10 0	1	318	59	36	4	16	28	
St. Mary's	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
St. Thomas	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Smith's Falls	26 12 9½	26 12 9½	53 5 7	50 0 0	103 5 7	1	643	118	46	8	22	22	
Stratford	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Thorold	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Trenton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Windsor	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Vienna	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Yorkville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	
Total	86 17 9½	86 17 9½	173 15 7	408 14 0	582 9 7	7	3750	769	252	48	134	133	
Total for 1857	2025 2 3½	2025 2 3½	4050 4 7	17132 4 3	21182 8 10	276	160178	27833	11624	2088	4667	3646	
Total for 1856	920 5 4	920 5 4	1818 19 1	.....	17132 4 3	*217	130961	22764	9839	1753	4033	2827	
Increase	1104 16 11½	1104 16 11½	2232 13 11	.....	4050 4 7	59	29217	5069	1785	335	634	819	

* In 1856 the total given was 289; which number included several section libraries which are now incorporated with

BY THE EDUCATIONAL DEPARTMENT.													SUNDAY SCHOOL LIBRARIES.		OTHER PUBLIC LIBRARIES.		COMMON SCHOOL LIBRARIES, as per foregoing Columns.		TOTAL SCHOOL AND PUBLIC LIBRARIES IN UPPER CANADA.	
UMES.											MISCELLANEOUS.									
Geology and Mineralogy	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.	Literature.	Travels.	Biography.	Tales.	Teachers' Library.	No. of Vols. read during year.	No. of inhabitants reading.	Libraries.	volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
...	...	...	...	...	...	...	...	...	...	...	...	...	5	1800	1	900	...	...	6	2700
...	...	...	...	...	...	...	...	...	...	...	...	...	7	2000	1	1000	...	...	8	3000
...	...	...	...	...	...	...	...	...	...	...	...	...	7	1800	2	800	...	...	9	2600
...	...	...	...	...	...	...	...	...	...	...	...	...	1	275	1	500	...	...	2	775
8	5	6	3	19	66	136	71	110	110	18	2293	N R	7	1800	1	800	1	827	9	3427
4	5	2	1	10	18	40	30	40	73	6	560	44	4	600	...	...	1	378	5	978
...	...	...	...	...	...	...	...	...	...	...	...	...	7	3000	1	1000	...	...	8	4000
7	6	1	...	9	39	49	18	11	12	1	N R	N R	8	650	1	953	1	280	10	1883
...	...	...	...	...	...	...	...	...	...	...	...	...	5	500	1	700	...	...	6	1200
...	...	...	...	...	...	...	...	...	...	...	...	...	3	1350	1	2018	...	...	4	6805
...	...	...	...	...	...	...	...	...	...	...	...	...	4	3000	1	1000	...	...	5	3306
...	...	...	...	...	...	...	...	...	...	...	...	...	5	650	1	600	...	...	6	1420
9	3	2	2	5	36	17	32	37	30	4	224	87	6	1500	1	1000	1	296	8	2790
...	...	...	...	...	...	...	...	...	...	...	...	...	5	1000	1	700	...	...	6	1700
...	...	...	...	...	...	...	...	...	...	...	...	...	3	1400	1	800	...	...	4	2200
...	...	...	...	...	...	...	...	...	...	...	...	...	4	400	3	700	...	...	7	1100
1	2	1	...	4	9	42	27	85	56	15	750	145	4	800	3	780	1	317	8	1897
...	...	...	...	...	...	...	...	...	...	...	...	...	5	600	1	100	...	...	6	700
...	...	...	...	...	...	...	...	...	...	...	...	...	3	600	1	200	...	...	4	800
...	...	...	...	...	...	...	...	...	...	...	...	...	1	130	1	1200	...	...	2	1330
...	...	...	...	...	...	...	...	...	...	...	...	...	3	1200	1	400	...	...	4	1630
29	21	12	6	47	168	284	178	283	281	44	...	...	97	25055	25	16151	5	2098	127	43304
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	..	..	..
2	2	6	...	...	18	44	8	18	51	...	200	54	3	500	1	150	1	266	5	916
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	180	..	..	1	180
5	8	4	2	17	15	163	92	81	92	7	N R	N R	6	1600	1	250	1	761	8	2611
...	...	...	...	...	...	...	...	...	...	...	...	...	7	1400	1	800	..	..	8	2200
7	10	10	2	17	33	207	100	99	143	7	200	54	16	3500	4	1380	2	1027	22	5907
3	4	2	1	26	33	49	15	9	78	4	809	58	2	200	1	530	1	325	4	1055
...	...	...	...	...	...	...	...	...	...	...	...	...	8	800	1	590	...	...	9	1390
6	6	4	2	14	16	37	24	24	137	4	1000	58	4	400	1	100	1	413	6	913
...	...	...	...	...	...	...	...	...	...	...	...	...	4	600	1	220	...	...	5	820
...	...	...	...	...	...	...	...	...	...	...	...	...	3	700	...	...	...	...	3	700
14	13	3	...	23	36	73	100	59	75	14	502	140	...	...	...	...	1	731	1	731
5	6	8	2	17	41	101	59	84	134	8	300	N.R	4	900	...	...	1	693	5	1593
...	...	...	...	...	...	...	...	...	...	...	...	...	2	400	...	...	...	...	2	400
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	800	...	...	1	800
...	...	...	...	...	...	...	...	...	...	...	...	...	1	100	...	...	...	...	1	100
8	9	14	1	8	23	110	22	60	172	9	N.R	N.R	2	7000	1	600	1	627	4	2227
3	6	1	...	5	8	86	17	11	30	8	473	112	...	...	1	400	1	318	2	718
...	...	...	...	...	...	...	...	...	...	...	...	...	4	600	1	600	...	...	5	1200
...	...	...	...	...	...	...	...	...	...	...	...	...	4	1220	1	900	...	...	5	2120
12	31	18	3	11	22	82	45	78	114	11	N.R	N.R	3	1000	1	1000	1	643	5	2643
...	...	...	...	...	...	...	...	...	...	...	...	...	4	800	1	1000	...	...	5	1800
...	...	...	...	...	...	...	...	...	...	...	...	...	2	1200	1	300	...	...	3	1500
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	300	...	...	1	300
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	330	...	...	1	330
...	...	...	...	...	...	...	...	...	...	...	...	...	3	400	1	250	...	...	4	650
...	...	...	...	...	...	...	...	...	...	...	...	...	3	1138	1	650	...	...	4	1788
51	81	47	9	104	179	538	282	325	740	58	...	...	53	11458	16	8570	7	3750	76	23778
1339	2462	1156	685	7204	7407	15646	11635	17662	43409	1715	...	...	1534	234348	266	97008	276	160178	2076	491534
1147	2027	1023	620	5912	6161	13342	9436	14235	34366	1476	...	...	1463	227295	240	90824	*217	130961	1920	449080
192	435	133	65	1292	1246	2304	2199	3427	9043	239	...	...	71	7053	26	6184	59	29217	156	42454

those of the townships.

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS SUPPLIED BY THE								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	£ s. d.	£ s. d.	£ s. d.						
Glengarry:									
Charlottenburg, No. 7	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1
Do No. 12	4 10 7½	4 10 7½	9 1 3	1	1	1	1	1	1
Lancaster, No. 1	3 10 0	3 10 0	7 0 0	...	1	1	...	1	1
Do No. 15	2 0 0	2 0 0	4 0 0	1	1	1	1	1	...
Lochiel, No. 10	8 7 10	8 7 10	16 15 8	...	1	1	1	1	1
Stormont:									
Roxboro', No. 2 and 8	3 10 0	3 10 0	7 0 0	...	1	1	1	1	1
Prescott:									
Hawkesbury, E., No. 5	2 0 0	2 0 0	4 0 0	...	1	1	...	1	1
Do No. 8 and 9	1 17 6	1 17 6	3 15 0	...	...	...	...	...	...
Hawkesbury, W., No. 1	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Do No. 3	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1
Do No. 4	3 15 0	3 15 0	7 10 0	...	...	1	...	...	1
Longueuil, No. 1	7 13 5½	7 13 5½	15 6 11	...	1	1	1	1	1
Russell:									
Clarence, No. 1	3 9 1	3 9 1	6 18 2	...	1	1	1	1	1
Cumberland, No. 6	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1
Russell, No. 3	3 15 0	3 15 0	7 10 0	...	...	...	...	...	1
Carleton:									
Gloucester, No. 11	1 10 0	1 10 0	3 0 0	...	1	...	...	...	1
Goulbourn, No. 5	3 0 0	3 0 0	6 0 0	...	1	1	1	1	...
Huntley, No. 3	1 6 0	1 6 0	2 12 0	...	1	1	...	...	1
Nepean, No. 4	1 5 6	1 5 6	2 11 0	...	...	...	...	1	1
Osgoode, No. 9	1 5 0	1 5 0	2 10 0	1	1	...	...	...	1
Do No. 11	4 5 0	4 5 0	8 10 0	1	...	...	...	...	1
Grenville:									
Augusta, No. 15	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Edwardsburg, No. 16	1 5 7½	1 5 7½	2 11 3	...	...	...	...	...	1
Leeds:									
Bastard, No. 7	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 11	2 14 0	2 14 0	5 8 0	1	1	1	1	1	1
Leeds and Lansdowne, Front, No. 1	2 0 0	2 0 0	4 0 0	...	1	1	...	1	1
Do No. 10	2 1 3	2 1 3	4 2 6	1	1	...	...	1	1
Yonge, Front, No. 10	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Yonge and Elizabethtown, No. 9 & 12	4 0 0	4 0 0	8 0 0	1	1	1	1	1	1
Lanark:									
Burgess and Bathurst, No. 1	3 10 0	3 10 0	7 0 0	...	1	1	1	1	1
Drummond, Township	9 18 9	9 18 9	19 17 6	7	...	...	...	...	10
Lanark, No. 6	1 5 0	1 5 0	2 10 0	...	1	...	...	...	...
Montague, No. 12	0 18 9	0 18 9	1 17 6	...	...	...	...	...	1
Do No. 15	1 10 0	1 10 0	3 0 0	...	1	1	...	1	1
Ramsay, Township	29 13 5½	29 13 5½	59 6 11	1	8	7	7	7	1
Renfrew:									
Horton, No. 3	1 15 0	1 15 0	3 10 0	...	1	1	...	1	1
MacNab, No. 5	1 5 0	1 5 0	2 10 0	...	1	...	...	1	1
MacNab and Bagot, No. 2 and 4	1 5 0	1 5 0	2 10 0	1	1	...	...	1	1
Pembroke, No. 2	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Ross, No. 5	4 10 0	4 10 0	9 0 0	1	1	1	...	...	1
Westmeath, Township	14 0 0	14 0 0	28 0 0	...	9	9	...	9	9
Do No. 2	2 12 6	2 12 6	5 5 0	...	...	1	1	...	...
Do No. 5	1 15 0	1 15 0	3 10 0	...	...	...	...	...	...
Frontenac:									
Wolfe Island, No. 5	1 5 0	1 5 0	2 10 0	1	1	...	...	...	1
Do No. 6	1 5 0	1 5 0	2 10 0	1	1	1	...	...	1
Addington:									
Ernestown, No. 10	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 21	2 16 10½	2 16 10½	5 13 9	1	...	...	...	...	1
Prince Edward:									
Ameliasburg, No. 2	5 2 0	5 2 0	10 4 0	1	1	1	1	1	1
Do No. 11	2 10 1½	2 10 1½	5 0 3	...	...	...	...	1	1
Athol, No. 4	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Hallowell, No. 8	3 10 0	3 10 0	7 0 0	1	1	1	1	1	1
Do No. 10	1 5 0	1 5 0	2 10 0	...	1	...	...	...	...
Marysburg, No. 1	1 6 3	1 6 3	2 12 6	...	...	...	...	...	1
Do No. 19	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of Holbrook's Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.		Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...		16	22	...	60	...	18	...	...
1	...	1	3	...	...	...	...	...	...	...	...		...	...	...	33	...	...	...	1
3	2	1	1	...	...	...	...	...	...	...	...		...	...	...	...	14	...	...	...
...	...	...	...	...	...	...	...	...	...	1	...		...	...	2	...	...	18	...	...
...	...	...	...	2	1	...	...	...	...	1	...		...	...	...	...	...	...	...	3
3	2	1	...	...	...	...	...	...	...	...	...		16	...	...	93	...	18	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	93	14	18	...	...
...	2	6	...	2	...	...	...	...	22	...	...		...	...	3	...	...	...	...	1
3	2	...	1	...	1	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	2	1	...	2	2	...	...	...	22	...	...		...	...	...	...	37	18	...	3
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	2	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	1	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	2	...	1	1	...	...	...	...	...	...	...		...	...	...	...	...	18	...	2
1	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	3	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	6	...	...
...	1	1	...	...	...	...	...	...	...	1	...		...	...	...	...	...	...	...	1
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
1	...	1	2	1	...	...	...	...	...	...	...		...	...	...	...	1	...	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	1	18	...	...
2	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	9	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	3	...	...	2	...	...
1	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	26	...	...	1
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	93	14	...	...	...
3	2	2	...	...	...	...	...	...	...	...	...		...	...	16	...	5	18	...	...
...	2	...	1	...	...	...	...	...	...	...	...		...	...	...	...	12	18	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	38	3	...	...
...	2	...	1	...	...	...	...	...	...	...	...		1	...	...	...	...	...	...	...
...	2	2	1	...	...	...	...	...	...	...	...		...	...	...	...	2	18	...	...
21	14	7	...	5	...	...	...	...	22	...	...		...	...	...	93	...	18	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	4
...	...	...	1	1	...	...	...	1	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	41	2
2	...	1	1	...	1	...	...	...	...	...	...		...	...	...	...	...	18	...	1
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	264	...	108	...	1
1	...	2	1	...	...	...	...	...	...	...	...		16	...	1	33	1	6	...	...
...	...	1	...	...	...	...	1	1	...	...	...		16	...	...	...	23	18	...	3
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	3	...	...
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
...	...	...	...	1	...	1	1	...	...	1	...		2	...	...	...	...	...	...	...
...	2	1	...	2	...	...	...	1	...	8	...		25	...	...	93	3	18	...	...
3	2	1	...	2	...	...	...	1	...	1	...		...	...	...	...	14	...	...	...
1	...	1	...	...	...	...	...	...	...	...	...		...	1	...	33	7	...	...	1
...	...	...	...	1	...	...	...	1	...	...	...		...	...	...	66	1	18	...	...
...	...	...	...	1	...	...	...	1	...	...	...		16	...	...	99	...	...	...	8
3	...	2	...	...	...	...	...	...	...	...	...		...	...	...	...	2	18	...	...

Part II.—Table N.—(*Continued.*) **The Common and Grammar Schools**

Municipalities and School Sections.	Moneys.			Maps and Apparatus — Maps					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	£ s. d.	£ s. d.	£ s. d.						
Hastings:									
Belleville, G. S.	17 10 0	17 10 0	35 0 0	...	...	...	...	...	...
Elzevir, No. 10	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Huntingdon, No. 1 and 3	5 0 0	5 0 0	10 0 0	...	1	1	1	1	1
Do No. 4	4 11 10½	4 11 10½	9 3 9	1	1	1	1	...	1
Do No. 12	4 11 3	4 11 3	9 2 6	1	1	1	1	...	1
Madoc, No. 2	4 10 0	4 10 0	9 0 0	1	1	...	...	...	1
Do No. 5	3 0 0	3 0 0	6 0 0	1	1	1	1	1	1
Do No. 13	5 0 0	5 0 0	10 0 0	...	1	1	1	1	1
Rawdon, No. 4	1 7 6	1 7 6	2 15 0	1	1	1	1	1	1
Do No. 15	1 15 0	1 15 0	3 10 0	1	...	1	...	1	1
Sidney, No. 2	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Do No. 5	2 10 0	2 10 0	5 0 0	...	...	...	...	...	...
Do No. 16	1 15 0	1 15 0	3 10 0	1	1	...	...	1	1
Tyendinaga, No. 9	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 15	1 5 0	1 5 0	2 10 0	1	...	...	...	1	1
Do No. 29	2 15 0	2 15 0	5 10 0	...	1	1	1	1	1
Northumberland:									
Alnwick, No. 3	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Brighton, No. 2	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 17	1 11 11½	1 11 11½	3 3 11	...	...	...	...	...	...
Do No. 26	1 5 7½	1 5 7½	2 11 3	1	1	...	...	...	...
Cramahe, No. 4	4 12 0	4 12 0	9 4 0	1	1	1	1	1	1
Do No. 10	1 10 0	1 10 0	3 0 0	...	1	1	1	1	1
Do N., No. 17	1 5 0	1 5 0	2 10 0	1	...	1	...	1	...
Haldimand, No. 12	1 5 7½	1 5 7½	2 11 3	1	1	...	...	...	...
Do No. 14	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Hamilton, No. 3	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Do No. 5	1 12 10	1 12 10	3 5 8	...	1	...	...	...	1
Do No. 6	2 0 0	2 0 0	4 0 0	...	1	...	...	1	1
Do No. 8	1 10 0	1 10 0	3 0 0	...	1	1	1	...	...
Do No. 12	1 5 0	1 5 0	2 10 0	1	...	...	...	1	1
Do No. 13	2 10 0	2 10 0	5 0 0	1	1	1	...	1	1
Do No. 15	1 5 0	1 5 0	2 10 0	1	...	...	...	...	1
Do No. 17	1 5 0	1 5 0	2 10 0	1	...	...	...	1	1
Monaghan, S., No. 4	1 15 6	1 15 6	3 11 0	...	...	...	...	...	...
Percy, No. 4	1 5 0	1 5 0	2 10 0	1	...	...	...	...	1
Do No. 5	2 10 0	2 10 0	5 0 0	1	1	1	1	...	1
Do No. 11	1 5 0	1 5 0	2 10 0	1	...	...	...	...	1
Seymour, No. 1	6 1 3	6 1 3	12 2 6	...	1	1	1	1	1
Do No. 2	1 5 0	1 5 0	2 10 0	1	...	...	...	1	...
Do No. 5	1 15 0	1 15 0	3 10 0	1	1	...	...	...	...
Do No. 8	1 5 0	1 5 0	2 10 0	1	...	1	...	...	...
Durham:									
Cartwright, No. 6	1 17 6	1 17 6	3 15 0	...	...	...	...	...	1
Do No. 8	1 5 7½	1 5 7½	2 11 3	...	1	1	1	1	1
Cavan, No. 3	1 10 0	1 10 0	3 0 0	...	...	1	1	1	...
Do No. 6	3 5 11½	3 5 11½	6 11 11	...	1	1	1	1	1
Do No. 8	2 13 9	2 13 9	5 7 6	1	...	...	...	...	1
Clarke, No. 4	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 7	1 5 0	1 5 0	2 10 0	1	1	...	1	1	1
Do No. 13	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1
Darlington, No. 4	2 10 0	2 10 0	5 0 0	...	...	...	...	...	...
Do No. 11	2 5 0	2 5 0	4 10 0	...	1	1	1	1	1
Do No. 14	2 6 3	2 6 3	4 12 6	...	1	1	1	...	1
Hope, No. 4	2 5 0	2 5 0	4 10 0	1	1	1	1	1	1
Do No. 5	2 0 0	2 0 0	4 0 0	1	...	1	1	...	1
Do No. 18	1 5 0	1 5 0	2 10 0	1	1	...	...	...	1
Peterborough:									
Belmont Township	5 7 0	5 7 0	10 14 0	...	...	...	...	...	3
Dummer, No. 3	2 13 9	2 13 9	5 7 6	1	1	1	1	2	1
Otonabee, No. 5	1 5 0	1 5 0	2 10 0	1	...	...	...	...	1
Otonabee, No. 11	2 1 7	2 1 7	4 3 2	...	1	1	1	1	1
Smith, No. 6	1 5 0	1 5 0	2 10 0	1	...	1	1	1	1
Smith, No. 9	1 6 3	1 6 3	2 12 6	...	...	...	...	...	1

SUPPLIED BY THE EDUCATIONAL DEPARTMENT.

OF —	APPARATUS.											OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of School Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various articles.
...	...	...	...	...	...	...	...	...	...	...	1 set	...	...	...	...	14	...	...	...
...	12	1	...	2	...	...	...	...	...	...	...	...	54	...	...	...	...	...	...
1	...	...	...	...	1	...	...	...	...	...	...	150	...	...	33	1	18	...	...
2	...	1	1	1	...	...	...	...	...	1	...	2	...	1	...	2	...	...	1
...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	2	...	1	1	...	...	...	...	...	...	...	...	...	1	...	...
3	2	2	2	1	...	...	...	...	...	...	...	18	...	...	...	15	18	...	...
...	...	...	2	1	...	...	...	...	...	...	...	16	...	3	33	45	18	...	1
...	...	...	1	...	...	...	...	1	...	...	...	...	...	...	93	...	2	...	3
1	2	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	18	...	...
...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	93	...	18	...	...
...	2	...	...	...	...	...	...	...	...	...	...	...	22	...	33	...	6	...	1
1	2	1	...	1	...	...	...	...	...	...	...	...	1	...	93	3	18	...	...
...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	54	...
...	...	...	4	...	...	...	...	1	...	...	...	2	30	...	...	1	...	...	...
...	...	...	6	1	...	...	...	...	22	...	...	...	...	...	...	...	...	...	...
3	12	1	4	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...
...	...	1	...	...	...	...	...	...	22	...	...	...	...	...	...	...	...	...	...
...	...	...	6	1	...	...	...	...	...	...	...	...	3	...	...	1	18	30	...
1	12	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	12	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	1	...	...	...	...	...	1	1	...	...	...	...
...	...	...	...	1	...	...	...	1	...	...	...	18	...	...	...	...	6	...	1
...	...	...	...	6	1	...	...	...	22	...	...	...	...	...	...	...	9	...	...
...	...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	1	...	...	...
...	...	...	...	6	1	...	...	...	22	...	...	...	...	...	...	...	3	56	...
...	...	...	...	6	1	...	...	...	22	...	...	...	...	...	...	...	18	...	...
...	...	...	...	6	1	...	...	...	22	...	...	...	...	...	...	...	3	...	...
3	12	1	5	2	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
2	12	...	...	1	...	...	...	...	...	3	...	1	1	...	...	1	...	...	...
...	...	1	...	1	...	...	...	...	22	...	...	...	...	1	...	...	...	...	...
3	...	...	1	...	...	...	...	...	...	...	...	24	...	1	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	57	...
...	...	...	...	2	...	1	1	1	...	...	...	...	...	...	...	...	6	...	2
...	12	...	1	1	...	...	...	...	...	...	...	18	...	1	...	67	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	30	1	93	...	2	...	...
...	...	2	...	...	...	...	...	...	...	...	...	...	22	...	33	14	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	93	...	...	...	...
9	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	16	...	...	93	22	18	...	...
...	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Part II.—Table N.—*(Continued.)* **The Common and Grammar Schools:**

Municipalities and School Sections.	Maps and Apparatus supplied by the Moneys.			Maps					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	£ s. d.	£ s. d.	£ s. d.						
Victoria:									
Eldon, No. 2	2 2 2½	2 2 2½	4 4 5	...	1	1	1	1	1
Eldon, No. 3	1 9 0	1 9 0	2 18 0	...	1	...	...	...	1
Eldon, No. 4	1 5 0	1 5 0	2 10 0	...	1	...	...	1	1
Eldon and Mariposa, No. 1	3 11 3	3 11 3	7 2 6	...	1	...	...	...	1
Eldon and Mariposa, No. 2	3 4 8	3 4 8	6 9 4	...	1	1	1	1	1
Emily Township	15 0 0	15 0 0	30 0 0	3	12	...	...	...	12
Fenelon, No. 1	1 5 7½	1 5 7½	2 11 3	1	1	...	...	...	1
Lindsay Grammar School	5 14 7	5 14 7	11 9 2	1	...	...	...	...	...
Mariposa, No. 1	2 9 1	2 9 1	4 18 2	...	1	1	1	1	1
Do No. 2	2 11 3	2 11 3	5 2 6	1	1	1	1	1	...
Do No. 3	2 2 6	2 2 6	4 5 0	...	...	1	...	...	1
Do No. 4	2 11 10½	2 11 10½	5 3 9	...	1	1	1	1	...
Do No. 5	7 11 4½	7 11 4½	15 2 9	...	1	1	1	1	1
Do No. 7	1 13 4½	1 13 4½	3 6 9	...	1	1	1	1	...
Do No. 9	1 17 2½	1 17 2½	3 14 5	1	1	...	...	1	...
Do No. 10	1 12 2½	1 12 2½	3 4 5	...	1	1	1	1	1
Do No. 11	1 12 6	1 12 6	3 5 0	1	1	...	...	1	1
Do No. 13	2 13 9	2 13 9	5 7 6	1	1	1	1	1	1
Do No. 14	2 3 1½	2 3 1½	4 6 3	...	1	1	1	1	1
Do No. 15	3 15 0	3 15 0	7 10 0	...	1	...	...	1	...
Do No. 17	3 6 3	3 6 3	6 12 6	1	1	1	1	1	1
Do No. 18	3 10 7½	3 10 7½	7 1 3	...	1	1	1	1	1
Do No. 19	1 9 8½	1 9 8½	2 19 5	1	1	...	...	...	1
Ops, No. 3	1 15 0	1 15 0	3 10 0	...	...	...	...	...	1
Ontario:									
Brock, No. 3	2 19 4½	2 19 4½	5 18 9	...	1	1	1	1	...
Do No. 5	3 0 0	3 0 0	6 0 0	...	1	1	1	1	...
Oshawa, Grammar School	1 10 11½	1 10 11½	3 1 11	1	1	1	1	1	1
Pickering, No. 5	3 13 9	3 13 9	7 7 6	...	...	...	...	...	...
Do No. 8	2 8 9	2 8 9	4 17 6	...	1	1	1	1	...
Do No. 15	5 2 10	5 2 10	10 5 8	...	1	1	1	1	...
Reach, No. 4	2 5 0	2 5 0	4 10 0	...	...	1	1	1	...
Do No. 6	1 15 8	1 15 8	3 11 4	1	1	1	1	...	1
Do No. 10	2 0 0	2 0 0	4 0 0	1	1	1	1	1	...
Scott, No. 2	1 13 9	1 13 9	3 7 6	...	1	1	1	1	...
Thorah, No. 2	1 10 0	1 10 0	3 0 0	...	1	1	...	...	...
Do No. 4	1 14 2½	1 14 2½	3 8 5	...	1	1	1	1	...
Uxbridge, No. 8	3 17 7½	3 17 7½	7 15 3	...	1	1	1	1	...
Do No. 12	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Whitby, Grammar School	18 1 3	18 1 3	36 2 6	...	...	...	...	...	...
Do No. 4	2 7 4	2 7 4	4 14 8	...	...	...	...	...	...
Do No. 9	2 9 6	2 9 6	4 19 0	...	...	1	1	1	...
Do No. 11	6 0 0	6 0 0	12 0 0	...	...	...	...	...	1
Do No. 13	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 18	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 19	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Do No. 21	2 15 0	2 15 0	5 10 0	1	1	1	1	1	1
York:									
Etobicoke, No. 1	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 3	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 7	3 6 7½	3 6 7½	6 13 3	...	...	...	...	...	...
Georgina, No. 5	1 5 11½	1 5 11½	2 11 11	1	1	...	...	1	1
Gwillimbury East, No. 5	4 7 6	4 7 6	8 15 0	...	...	...	...	...	...
Do North, No. 2	2 13 0½	2 13 0½	5 6 1	1	1	1	1	1	...
King, No. 9	1 15 0	1 15 0	3 10 0	1	1	...	...	...	...
Do No. 11	3 5 4	3 5 4	6 10 8	...	1	1	1	1	3
Markham, No. 13	14 2 4	14 2 4	28 4 8	1	1	1	1	1	1
Do No. 19	2 5 7½	2 5 7½	4 11 3	1	1	1	1	1	3
Do No. 23	2 8 9	2 8 9	4 17 6	...	1	1	1	1	...
Markham and Whitchurch, No. 2	1 10 0	1 10 0	3 0 8	...	...	...	...	...	...
Richmond Hill, Grammar School	3 0 0	3 0 0	6 0 0	...	...	...	...	...	...
Scarboro', No. 1	5 6 9	5 6 9	10 13 6	...	...	1	1	...	...
Toronto, Grammar School	6 6 3	6 6 3	12 12 6	...	...	...	...	...	...
Vaughan, No. 13	3 10 0	3 10 0	7 0 0	...	...	...	...	...	...
Vaughan, No. 14	1 5 5	1 5 5	2 10 10	...	...	...	...	...	...
Weston, Grammar School	4 7 0	4 7 0	8 14 0	1	1	1	1	1	1
Whitchurch, No. 4	3 15 0	3 15 0	7 10 0	...	...	...	...	...	...
Whitchurch, No. 11	1 10 0	1 10 0	3 0 0	1	1	1	...	1	...
Whitchurch and King, No. 2	4 17 8½	4 17 8½	9 15 5	...	1	1	...	1	...
York, No. 8	3 0 9	3 0 9	6 1 6	...	1	1	...	1	...

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.								OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of School Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	...
...	12 12	...	...	...	...	...	...	...	...	...	...	...	...	...	60	29	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	33	...	...	...	1
1	12	1	1	...	1	...	...	...	...	...	...	24	30	...	33	16	6	...	...
...	18	...	...	...	...	...	...	...	...	...	...	...	180	18	60	29	18	...	1
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	8	216	...	...
...	...	1	15	1	...	...	...	...	...	...	...	30	...	...	...	...	3	...	...
1	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	12	1	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...
1	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	1	2	...	...	...	1	...	2	...	...	...	...	...	...	...	40	...
1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	33	24	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	...	...	1
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
...	12	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	12	...	...	2	...	...	...	1	22	...	...	8	...	...	33	...	...	...	1
...	12	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	1	...	...	...	1	...	...	...	150	...	...	...	...	6	...	...
3	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
3	12	1	1	2	...	...	...	...	...	...	...	4	...	...	...	...	...	...	1
1	12	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	12	...	1	1	...	...	...	...	...	1	...	...	...	...	60	...	12	...	1
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	4	1	...	...	...	...	...	...	...	...	...	2	...	...	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	12	1	...	1	...	...	...	1	...	4	...	...	...	...	...	15	...	...	2
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	12	...	...
1	12	...	...	...	...	...	...	...	...	1	1 set	31	30	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	33	...	...	...	...
...	...	...	4	...	...	...	...	...	...	...	...	54	...	4	...	...	9	...	...
...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	30	9
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42	...
...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	...	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30	...
...	...	...	...	1	...	1	...	1	...	...	...	...	...	...	93	...	...	29	...
...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
...	...	2	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
3	12	1	2	...	...	...	...	...	1	...	...	24	...	...	...	...	...	...	...
1	12	2	2	1	1	...	...	...	...	6	...	150	31	4	...	...	...	...	...
3	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	18	...	...
...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	3	...	...	...	...	...	...	1	...	...	...	...	...	...	...	65	...
...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	76	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	74	...
3	12	1	...	1	...	...	...	...	1	3	...	...	35	...	33	38	3	...	...
3	12	...	...	...	...	...	...	...	22	...	...	162	...	...	...	...	24	...	12
3	12	1	...	...	1	...	...	...	...	...	...	30	...	...	33	...	18	...	12
3	12	1	...	...	...	...	...	...	...	...	...	...	...	...	93	...	...	...	...

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS SUPPLIED BY THE									
	MONEYS.			MAPS						
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	Canada.
	£ s. d.	£ s. d.	£ s. d.						
Peel:									
Chinguacousy, No. 2	1 10 0	1 10 0	3 0 0	...	1	1	...	1	1
Chinguacousy, No. 3	1 12 10	1 12 10	3 5 8	1	1	...	...	...	1
Chinguacousy, No. 22	2 10 0	2 10 0	5 0 0	...	1	1	1	2	...
Chinguacousy, No. 26	1 15 0	1 15 0	3 10 0	...	...	...	...	...	...
Toronto, No. 4	1 8 5½	1 8 5½	2 16 11	...	...	...	...	...	...
Toronto, No. 8	1 8 9	1 8 9	2 17 6	1	1	1	1	1	...
Toronto, No. 17	3 3 9	3 3 9	6 7 6	...	...	...	...	...	...
Toronto (Churchville)	1 10 0	1 10 0	3 0 0	...	...	...	...	...	...
Simcoe:									
Barrie, Grammar School	39 13 5	39 13 5	79 6 10	2	1	1	1	...	...
Flos, No. 2	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Gwillimbury West, No. 4	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1
Gwillimbury No. 9	1 18 9	1 18 9	3 17 6	...	1	1	...	1	1
Gwillimbury No. 12	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Innisfil, No. 3	1 10 7½	1 10 7½	3 1 3	...	1	1	1	...	1
Mulmur Township	15 0 0	15 0 0	30 0 0	...	6	6	6	6	6
Mono, No. 1	2 4 1½	2 4 1½	4 8 3	1	...	...	...	...	1
Mono, No. 2	1 15 0	1 15 0	3 10 0	...	1	1	1	1	1
Mono, No. 4	1 10 4	1 10 4	3 0 8	...	1	1	1	1	1
Nottawasaga, No. 1	1 15 0	1 15 0	3 10 0	1	1	...	...	1	1
Nottawasaga, No. 10	2 10 0	2 10 0	5 0 0	...	...	...	...	...	...
Orillia, No. 1	1 14 9	1 14 9	3 9 6	...	...	...	...	...	...
Orillia, R. C. Separate School	1 11 3	1 11 3	3 2 6	1	1	...	...	1	...
Oro, No. 5	2 19 1	2 19 1	5 18 2	...	1	1	1	1	1
Tecumseth, No. 3	3 3 8	3 3 8	6 7 4	...	1	1	1	1	1
Tecumseth, No. 5	1 19 1	1 19 1	3 18 2	1	1	1	1	1	1
Tecumseth, No. 9	1 19 1	1 19 1	3 18 2	1	1	1	1	1	1
Tecumseth, No. 13	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Halton:									
Esquesing, No. 2	3 0 0	3 0 0	6 0 0	...	1	1	1	1	...
Esquesing, No. 3	1 17 2½	1 17 2½	3 14 5	...	1	...	...	1	1
Esquesing, No. 5	1 16 5	1 16 5	3 12 10	...	...	...	...	...	1
Esquesing, No. 6	9 5 0	9 5 0	18 10 0	1	1	1	1	1	1
Esquesing, No. 13	4 2 1	4 2 1	8 4 2	...	...	...	...	...	1
Milton, Grammar School	27 13 1½	27 13 1½	55 6 3	1	1	1	1	1	1
Nelson, No. 2	1 6 7	1 6 7	2 13 2	1	1	...	...	1	1
Nelson, No. 3	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1
Trafalgar, No. 4	3 2 6	3 2 6	6 5 0	...	...	...	1	...	...
Trafalgar, No. 5	2 10 4	2 10 4	5 0 8	1	1	1	1	1	1
Trafalgar, No. 11	2 15 0	2 15 0	5 10 0	...	...	...	...	...	...
Trafalgar, No. 16	1 10 0	1 10 0	3 0 0	...	1	...	...	...	1
Wentworth:									
Ancaster, No. 5	1 5 0	1 5 0	2 10 0	...	...	...	...	...	2
Beverly, No. 3	1 13 9	1 13 9	3 7 6	1	...	...	...	...	1
Beverly, No. 5	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Beverly No. 12	2 10 0	2 10 0	5 0 0	1	1	1	1	1	...
Beverly and Ancaster, No. 1	1 19 0	1 19 0	3 18 0	...	1	1	1	1	1
Binbrook, No. 1	2 12 7	2 12 7	5 5 2	...	1	1	1	...	1
Binbrook, No. 3	12 0 4	12 0 4	24 0 8	...	1	1	1	1	1
Flamboro' West and Ancaster No. 3	2 8 1½	2 8 1½	4 16 3	...	1	1	1	1	1
Glanford, No. 4	2 13 9	2 13 9	5 7 6	1	1	1	1	1	1
Hamilton, Grammar School	15 0 0	15 0 0	30 0 0	...	...	...	...	...	...
Saltfleet, No. 2	2 14 0	2 14 0	5 8 0	...	...	...	...	...	...
Saltfleet, No. 7	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Saltfleet, No. 9	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Waterdown, Grammar School	4 9 11	4 9 11	8 19 10	...	...	1	...	...	...
Brant:									
Brantford, No. 2	1 15 7½	1 15 7½	3 11 3	...	1	1	1	1	...
Do No. 3	2 0 0	2 0 0	4 0 0	...	...	...	...	...	...
Brantford and Onondaga, No. 10	4 15 0	4 15 0	9 10 0	...	1	1	1	1	1
Burford, No. 5	1 10 0	1 10 0	3 0 0	...	1	1	1	2	...
Do No. 15	3 0 0	3 0 0	6 0 0	1	1	1	1	1	...
Do No. 25	2 0 0	2 0 0	4 0 0	...	1	1	1	1	1
Dumfries South, No. 6	1 15 0	1 15 0	3 10 0	...	1	...	...	1	...
Oakland, No. 1	2 16 3	2 16 3	5 12 6	1	...	...	...	...	1

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.								OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of School Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	2	18	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	1
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
1	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	40	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57	...
...	...	2	1	...	...	...	...	...	22	26	1	29	...	...	...	...	...	36	...
...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
1	...	...	...	...	...	...	...	...	...	...	...	17	...	...	...	...	18	...	1
...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	93	...	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	...
...	12	6	...	...	...	...	...	...	...	...	...	...	132	...	...	...	108	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	24	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	66	...
1	...	1	...	...	...	...	...	...	22	...	...	...	24	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
3	...	2	...	...	...	...	...	...	...	...	...	...	...	...	61	12	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	...
...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	1	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	...
3	...	3	3	...	1	...	...	...	...	...	...	162	...	...	33	...	18	...	3
...	...	...	1	1	...	1	...	...	...	2	1 set	18	...	...	...	...	...	...	2
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...
3	...	1	2	2	...	...	...	1	1	...	...	...	...	...	33	...	...	...	4
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	...
...	...	...	...	...	1	...	1	...	...	...	...	16	...	...	...	...	...	...	14
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	33	...	4	...	5
...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	66	...	...	...	10
...	...	...	...	1	...	...	...	...	22	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17	18	...	...
...	2	...	...	2	...	...	...	1	20	2	...	...	...	17	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	1	...	...	...	...	...	1	...	...	...	18	30	6	60	1	18	...	...
3	2	1	...	4	1	...	...	...	...	4	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	1 set	...	...	...	...	...	...	...	...
...	2	1	...	...	1	...	1	...	...	...	...	...	...	...	...	2	18	...	...
...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	2	18	...	...
...	...	3	2	...	...	...	...	...	1	...	...	...	...	...	...	...	...	32	...
...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	33	...	6	...	...
...	...	1	...	1	...	...	...	1	22	...	...	28	...	6	33	4	6	...	7
...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	...
1	...	...	1	...	...	...	...	...	...	...	...	...	...	7	...	...	18	...	...
...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS SUPPLIED BY THE								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	£ s. d.	£ s. d.	£ s. d.						
Brant (Continued.)									
Do No. 2	2 17 3	2 17 3	5 14 6	...	...	...	...	...	...
Onondaga, No. 2	3 0 0	3 0 0	6 0 0	...	1	...	...	...	...
Do No. 3	1 10 0	1 10 0	3 0 0	...	1	1	1	1	1
Do No. 4	2 0 7½	2 0 7½	4 1 3	...	1	1	1	1	...
Lincoln:									
Caistor, No. 1	2 6 3	2 6 3	4 12 6	1	1	...	...	...	1
Do No. 2	2 0 0	2 0 0	4 0 0	...	1	1	...	...	1
Do No. 3	4 16 3	4 16 3	9 12 6	2	2	1	...	1	2
Do No. 4	2 10 0	2 10 0	5 0 0	...	1	...	...	...	1
Do No. 5	4 2 6	4 2 6	8 5 0	1	...	1	1	...	...
Do No. 6	2 10 0	2 10 0	5 0 0	...	1	1	1	...	...
Do No. 7	2 0 0	2 0 0	4 0 0	1	1	1	1	1	...
Do No. 8	2 17 6	2 17 6	5 15 0	...	1	1	1	1	1
Clinton, No. 4	2 10 0	2 10 0	5 0 0	...	1	1	...	1	1
Gainsborough, No. 3	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Grantham Township	18 3 9	18 3 9	36 7 6	...	2	2	2	2	3
Do No. 1	10 9 9	10 9 9	20 19 6	1	...	...	...	...	1
Do No. 2	8 3 0	8 3 0	16 6 0	...	...	...	...	1	...
Do No. 4	1 6 10½	1 6 10½	2 13 9	...	1	1	1	...	...
Do No. 6	10 0 0	10 0 0	20 0 0	...	1	1	1	1	1
Do No. 8	9 11 3	9 11 3	19 2 6	1	1	1	1	1	2
Grimsby, Grammar School	3 15 11½	3 15 11½	7 11 11	...	1	1	1	1	1
Niagara, No. 4	2 10 0	2 10 0	5 0 0	...	...	...	...	...	...
Niagara, Grammar School	15 0 0	15 0 0	30 0 0	...	...	...	...	...	...
St. Catherines, Grammar School	13 2 11½	13 2 11½	26 5 11	...	...	...	...	...	...
Welland:									
Bertie, No. 1	3 11 5	3 11 5	7 2 10	...	...	...	...	1	1
Humberstone, No. 8	5 10 7½	5 10 7½	11 1 3	1	1	1	1	1	...
Do No. 4	3 10 0	3 10 0	7 0 0	...	1	1	1	1	1
Pelham, No. 7	3 18 9	3 18 9	7 17 6	1	1	1	1	1	1
Stamford, No. 1	3 15 0	3 15 0	7 10 0	1	1	1	1	1	1
Do No. 9	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1
Wainfleet, Township	21 5 0	21 5 0	42 10 0	10	10	10	10	10	10
Haldimand	5 13 9	5 13 9	11 7 6	...	...	...	...	...	...
Canborough, No. 2	3 0 7½	3 0 7½	6 1 3	2	1	...	...	1	1
Cayuga, North, No. 8, 9, 10	4 6 3	4 6 3	8 12 6	...	2	1	...	2	3
Do No. 11	2 0 0	2 0 0	4 0 0	...	1	1	1	1	1
Oneida, No. 9	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Do No. 15	1 6 7	1 6 7	2 13 2	1	...	1	1	1	...
Seneca, No. 7	6 13 5½	6 13 5½	13 6 11	...	...	...	...	...	...
Walpole, No. 5	2 10 0	2 10 0	5 0 0	1	1	1	1	2	...
Do No. 9	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1
Norfolk:									
Charlotteville, No. 6	3 5 0	3 5 0	6 10 0	...	1	...	...	...	1
Do No. 15	1 15 0	1 15 0	3 10 0	...	1	1	1	1	1
Houghton, No. 2	6 12 0	6 12 0	13 4 0	1	1	1	1	1	1
Do No. 19	2 10 0	2 10 0	5 0 0	1	1	1	1	1	...
Do No. 24	1 14 0½	1 14 0½	3 8 1	1	1	1	...	1	1
Do No. 7	1 10 0	1 10 0	3 0 0	...	1	1	1	1	1
Walsingham, No. 14	2 0 0	2 0 0	4 0 0	...	...	...	...	...	...
Windham, No. 2	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Woodhouse, No. 7	2 8 5½	2 8 5½	4 16 11	...	1	1	1	1	1
Woodhouse and Charlotteville, No. 6 and 13	1 5 0	1 5 0	2 10 0	1	...	...	...	...	1
Oxford:									
Blenheim, No. 1	3 10 0	3 10 0	7 0 0	1	...	1	...	...	1
Do No. 8	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 9	2 9 2	2 9 2	4 18 4	...	1	1	1	2	...
Dereham, No. 1	1 6 6½	1 6 6½	2 13 1	...	...	...	...	...	...
Do No. 8	6 5 0	6 5 0	12 10 0	...	1	1	1	1	1
Do No. 11	5 10 0	5 10 0	11 0 0	...	1	1	1	2	1
Do No. 13	13 15 0	13 15 0	27 10 0	2	1	1	1	1	...
Nissouri East, Township	54 0 0	54 0 0	108 0 0	...	6	6	6	6	8
Oxford East, No. 7	15 0 1	15 0 1	30 0 2	...	...	...	...	...	1
Wilmot and Blenheim, Nos. 3 and 2	1 5 0	1 5 0	2 10 0	...	...	...	...	...	1
Zorra West, No. 17	1 15 0	1 15 0	3 10 0	...	1	1	1	1	...

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of School Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.		Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	...	1	1	...	...	...	...	...	...	...	...		...	...	12	...	...	...	...	2
3	...	1	3	...	1	...	...	...	1	...	...		...	...	...	...	...	...	...	3
...	...	2	1	...	...	...	...	...	...	...	...		...	150	...	33	...	3	...	1
...	...	1	1	...	...	...	...	...	...	...	...		30	30	...	...	14	...	...	...
...	...	1	1	...	...	...	...	...	...	...	...		30	30	...	...	...	7	...	...
1	...	1	1	...	...	...	...	...	1	...	...		30	30	8	60	14	24	...	...
...	2	1	1	...	...	...	...	...	...	...	...		60	30	...	...	...	3	...	...
3	...	...	...	1	...	1	1	...	38	...	...		...	22	3	...	14	18	...	...
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
1	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
...	2	...	3	...	...	...	...	...	...	...	...		...	14	...	...	14	18	...	...
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	4	...	...	...
3	2	1	1	7	...	1	...	2	22	3	...		30	22	1	...	...	...	...	...
3	...	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	...	...	3	4	...	...	...	...	20	5	...		...	1	...	...	...	6	...	4
1	2	...	1	...	...	...	...	1	...	...	...		...	...	...	33	...	...	...	8
3	2	1	13	2	...	1	1	1	20	3	...		...	...	...	93	12	18	...	1
3	2	6	3	4	...	...	...	...	...	...	...		...	...	...	...	4	...	...	...
...	2	1	1	...	...	...	...	...	...	...	...		...	...	...	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	82	...
...	...	...	...	...	...	...	...	...	...	...	1 set.		...	...	...	...	...	...	...	...
...	...	...	10	...	...	...	...	...	...	...	...		...	...	...	...	...	...	163	...
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	8	50	...
3	2	5	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	2	1	...	1	...	...	...	...	...	...	...		...	...	...	...	...	6	...	...
3	2	1	1	...	...	...	...	1	1	...	...		150	...	...	...	...	18	...	...
3	...	1	...	1	...	...	...	1	...	...	...		...	22	...	93	...	20	...	...
3	...	...	3	...	...	...	...	...	...	...	...		...	...	...	...	50	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	21
1	2	6	1	...	...	...	...	...	...	...	...		...	...	5	93	14	...	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	2	1	...	...	...	...	...	...	...	...	...		24	52	...	...	14	2	...	...
...	...	...	7	1	...	...	...	...	...	...	...		150	...	...	...	...	...	...	...
3	...	...	1	2	...	...	...	...	...	...	...		...	...	...	...	...	...	...	1
3	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	15	...	1
...	...	...	...	...	1	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	2
1	...	...	5	1	...	...	...	...	...	...	...		...	...	1	93	...	18	...	2
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	15	...
3	2	1	1	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	1
...	...	...	1	1	...	...	...	1	...	...	...		...	...	...	93	...	18	...	1
...	...	1	...	1	...	...	...	1	...	...	...		...	...	...	...	...	6	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	24	...	...	14	...	41	3
...	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	12	...	...
...	2	1	...	2	...	...	...	...	...	...	...		...	...	...	...	...	...	...	1
3	2	1	8	1	...	...	...	1	22	...	...		180	52	...	...	...	...	...	4
...	...	1	...	2	...	...	...	...	...	...	...		...	...	...	...	...	18	...	4
1	...	1	15	1	...	...	1	1	64	3	...		162	...	...	...	...	18	...	6
18	12	6	55	6	...	1	...	...	...	...	...		135	279	12	...	9	162	...	2
3	...	2	9	1	1	...	...	...	...	10	...		21	...	...	...	10	...	...	72
1	...	...	...	1	...	...	...	1	1	...	...		...	...	...	...	...	2	...	6
...	...	2	1	...	...	...	...	...	...	...	...		...	42	...	...	...	...	...	...

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS SUPPLIED BY THE MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	£ s. d.	£ s. d.	£ s. d.						
Waterloo:									
Dumfries, North, No. 15	5 0 0	5 0 0	10 0 0	...	...	...	...	...	...
Galt, Grammar School	1 5 11½	1 5 11½	2 11 11	...	1	...	...	...	...
Waterloo, No. 5	2 2 6	2 2 6	4 5 0	1	1	1	1	1	1
Do No. 11	11 17 6	11 17 6	23 15 0	...	1	...	...	...	1
Do No. 12	1 5 0	1 5 0	2 10 0	...	1	...	...	1	...
Do No. 13	2 16 3	2 16 3	5 12 6	1	1	1	1	1	1
Do No. 16	6 15 0	6 15 0	13 10 0	1	1	1	1	1	1
Do No. 17	5 1 6½	5 1 6½	10 3 1	1	1	1	1	2	...
Wellesley, No. 14	3 16 3	3 16 3	7 12 6	1	1	1	1	2	1
Wilmot, No. 9	2 7 8	2 7 8	4 15 4	...	1	1	1	1	1
Do No. 11	2 15 0	2 15 0	5 10 0	...	...	...	...	...	...
Do No. 13	1 15 0	1 15 0	3 10 0	...	1	1	1	1	1
Woolwich, No. 1	2 12 6	2 12 6	5 5 0	...	...	...	...	...	...
Do No. 4	8 6 11	8 6 11	16 13 10	1	1	1	1	1	1
Do No. 6	2 17 6	2 17 6	5 15 0	1	1	1	1	1	1
Do No. 8	3 10 0	3 10 0	7 0 0	...	...	...	...	...	1
Do No. 9	1 5 0	1 5 0	2 10 0	1	...	...	...	...	1
Wellington:									
Arthur, No. 1	5 0 0	5 0 0	10 0 0	1	1	1	1	1	...
Eramosa, No. 1	4 5 0	4 5 0	8 10 0	...	...	...	...	...	1
Do No. 4	6 19 8½	6 19 8½	13 19 5	...	1	1	1	1	1
Erin, No. 2	6 5 0	6 5 0	12 10 0	...	...	...	...	...	...
Do No. 5	8 0 4	8 0 4	16 0 8	...	1	1	1	1	1
Do No. 6	4 0 4	4 0 4	8 0 8	...	1	1	1	1	1
Do No. 9	1 15 0	1 15 0	3 10 0	...	1	1	1	1	1
Do No. 15	3 0 0	3 0 0	6 0 0	...	1	1	1	1	...
Garafraxa, No. 3	2 10 0	2 10 0	5 0 0	1	1	1	1	2	1
Do No. 8	2 11 10½	2 11 10½	5 3 9	1	1	1	1	1	1
Do No. 9	5 2 6	5 2 6	10 5 0	...	1	1	1	1	...
Peel, No. 5	1 5 0	1 5 0	2 10 0	1	1	...	...	...	1
Peel and Maryboro', No. 4	2 10 0	2 10 0	5 0 0	1	1	1	...	1	1
Pilkington, No. 2	2 10 7½	2 10 7½	5 1 3	1	1	...	...	...	1
Do No. 5	1 10 0	1 10 0	3 0 0	...	...	1	1	...	1
Do (Elora)	12 0 0	12 0 0	24 0 0	3	3	3	3	3	1
Do No. 6	3 1 3	3 1 3	6 2 6	...	1	1	1	1	...
Puslinch, No. 4	3 5 7½	3 5 7½	6 11 3	...	...	...	...	...	...
Grey:									
Artemesia, Township	21 9 5½	21 9 5½	42 18 11	...	8	8	8	...	8
Bentinck and Glenelg, No. 1	3 8 0	3 8 0	6 16 0	...	1	1	1	1	1
Derby, No. 1	2 12 6	2 12 6	5 5 0	1	1	1	1	1	1
Derby and Sydenham, No. 3	1 10 3	1 10 3	3 0 6	...	1	1	1	1	1
St. Vincent, No. 1	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1
Do No. 5	1 10 0	1 10 0	3 0 0	2	1	...	...	...	1
Do No. 7	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 9	1 5 0	1 5 0	2 10 0	1	1	1	...	...	1
Perth:									
Blanchard, No. 2	2 0 0	2 0 0	4 0 0	1	1	1	1	1	1
Blanchard and Downie, No. 2	3 10 0	3 10 0	7 0 0	1	1	1	1	1	...
Blanchard, No. 10	1 17 6	1 17 6	3 15 0	1	1	1	1	1	1
Downie, No. 8	1 5 0	1 5 0	2 10 0	...	1	...	...	...	...
Easthope, North, No. 2	4 1 3	4 1 3	8 2 6	...	...	1	1	...	...
Do No. 4	3 15 0	3 15 0	7 10 0	...	...	...	...	...	...
Do North and South, No. 1	1 11 3	1 11 3	3 2 6	1	1	...	...	...	1
Do South, No. 3	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Ellice, No. 6	2 11 3	2 11 3	5 2 6	...	1	1	1	1	1
Elma, No. 1	1 5 0	1 5 0	2 10 0	1	1	...	...	...	1
Hibbert, No. 2	2 0 0	2 0 0	4 0 0	...	1	1	1	1	1
Logan, No. 3	2 5 0	2 5 0	4 10 0	...	1	1	1	1	...
Logan and Fullarton, No. 1	2 2 6	2 2 6	4 5 0	...	1	...	...	...	1
Stratford, Grammar School	6 7 6	6 7 6	12 15 0	...	1	1	1	1	...
Huron:									
Ashfield, No. 1	1 10 0	1 10 0	3 0 0	1	1	...	...	...	1
Do No. 2	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 5	1 7 10	1 7 10	2 15 8	1	...	...	...	...	1
Do No. 6	3 0 0	3 0 0	6 0 0	...	...	...	...	...	...
Goderich, No. 6	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete set of School Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.		Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	127	...
...	...	...	8	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	1
3	...	3	5	2	...	1	1	...	22	4	...		...	...	...	...	...	...	63	2
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	33	14	6	...	...
...	...	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	...	...	1
3	...	1	...	...	...	...	1	...	...	...	...		22	...	...	...	...	1	63	...
3	...	1	...	1	...	...	...	...	22	...	...		150	...	...	...	...	...	...	4
...	2	...	...	...	...	...	...	1	...	3	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	2	...	...	...	...	...	...	...	...		...	...	...	...	...	...	60	...
...	...	...	...	...	1	...	...	...	...	...	...		...	...	...	...	...	5	...	1
4	2	2	4	...	1	...	...	...	...	...	...		...	...	...	...	...	6	...	...
...	...	1	1	1	...	1	1	1	22	4	...		...	...	...	...	...	18	...	...
3	2	...	...	...	...	...	...	...	...	13	...		...	...	...	...	...	...	65	...
3	2	1	...	1	...	1	...	1	...	...	...		...	...	...	...	...	...	...	2
3	2	1	...	1	...	1	...	1	...	...	...		...	...	...	...	...	...	...	...
3	2	1	...	1	1	...	1	...	...	...	...		50	5	25	...	...	18	...	1
3	2	1	1	1	1	...	...	...	...	...	...		...	...	...	...	...	...	...	1
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	33	...	...	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	3	...	...	...	...
3	2	1	1	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	1	...	1	...	...	...	...	...	...	...		...	...	...	93	...	...	40	...
...	...	1	1	1	...	...	...	...	...	...	...		...	...	...	33	14	18	...	1
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	2	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	...	35	2
18	2	7	7	...	...	...	...	1	...	...	...		...	...	...	...	...	6	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	33	...	6	...	...
...	...	...	...	...	1	...	...	...	...	...	...		150	...	...	33	...	...	...	...
...	16	8	...	...	...	...	...	...	...	...	...		432	...	...	...	...	64	...	...
...	...	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	4	...	...
3	...	1	...	2	...	...	...	1	...	...	...		16	...	...	60	1	18	...	...
3	2	...	...	...	...	...	...	...	...	...	...		...	...	...	33	...	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	4	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	3	...	...
1	...	1	...	...	...	...	...	...	...	...	...		12	2	...	33	...	9	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	3	...	...	...	...	...	...	...	...		...	...	...	...	...	10	...	...
2	...	1	4	...	...	1	1	...	...	...	...		30	30	...	...	...	10	...	...
...	...	...	11	1	...	...	...	...	...	3	...		...	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	2	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	52	...
3	2	...	...	...	...	...	...	...	...	...	...		...	...	2	...	...	18	...	...
3	2	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
3	2	1	1	...	...	...	...	...	...	...	...		...	...	...	60	...	18	...	...
3	2	1	...	2	...	...	...	...	...	...	...		102	...	...	66	30	8	...	1
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
2	2	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
...	...	...	2	1	...	...	...	...	...	...	...		...	...	...	...	...	...	39	2

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS AND APPARATUS SUPPLIED BY THE MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Huron.—(Continued.)	£ s. d.	£ s. d.	£ s. d.						
Hay, No. 2	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Do No. 3	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1
Hay and Stanley, No. 9	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
McGillivray, No. 3	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 6	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1
Do No. 7	2 0 0	2 0 0	4 0 0	1	1	1	1	1	1
McKillop, No. 4	1 15 0	1 15 0	3 10 0	...	1	1	1	...	1
Tuckersmith, No. 9	3 0 0	3 0 0	6 0 0	...	1	...	...	...	1
Usborne, No. 1	1 5 0	1 5 0	2 10 0	...	1	1	...	1	1
Usborne and Blanchard, No. 8 and 11	3 0 0	3 0 0	6 0 0	...	1	1	1	1	...
Wawanosh, No. 3	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1
Do No. 4	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Bruce:									
Brant, No. 2	5 0 0	5 0 0	10 0 0	1	1	1	1	1	...
Do No. 22	2 0 0	2 0 0	4 0 0	...	...	...	...	...	...
Bruce and Kincardine, No. 1	2 15 0	2 15 0	5 10 0	...	1	...	...	1	1
Greenock, No. 1	2 0 0	2 0 0	4 0 0	1	...	...	...	1	1
Do No. 2	1 15 0	1 15 0	3 10 0	...	1	1	1	1	1
Do No. 3	2 16 3	2 16 3	5 12 6	1	1	1	1	1	1
Saugeen, No. 1	2 10 0	2 10 0	5 0 0	...	1	1	1	1	1
Middlesex:									
Adelside, No. 12	3 0 0	3 0 0	6 0 0	...	1	1	...	1	1
Carradoc, No. 1	7 14 9	7 14 9	15 9 6	1	1	1	1	1	1
Do No. 7	2 6 0	2 6 0	4 12 0	...	1	1	1	1	1
Do No. 11	1 12 8½	1 12 8½	3 5 5	...	1	...	...	1	1
Do No. 12	2 5 0	2 5 0	4 10 0	...	...	...	...	...	...
Dorchester North, No. 15	3 17 6	3 17 6	7 15 0	...	1	1	1	1	...
Do No. 16	1 13 1½	1 13 1½	3 6 3	...	1	1	...	1	1
Dorchester, N. and S., No. 14 and 9	7 5 0	7 5 0	14 10 0	...	1	1	1	1	...
Dorchester and Westminster, No. 10 and 6	1 6 3	1 6 3	2 12 6	1	1	...	...	...	1
Delaware, No. 2	3 15 0	3 15 0	7 10 0	...	...	...	...	...	...
London, No. 21	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Westminster, No. 16	7 11 0	7 11 0	15 2 0	...	...	1	1	1	1
Elgin	4 7 1½	4 7 1½	8 14 3	...	...	...	...	...	...
Aldborough, No. 4	4 15 3	4 15 3	9 10 6	1	1	1	1	1	1
Do No. 5	4 0 0	4 0 0	8 0 0	1	1	1	1	1	...
Do No. 10	4 16 0	4 16 0	9 12 0	...	1	1	1	1	1
Do No. 11	3 1 0	3 1 0	6 2 0	1	1	1	1	1	1
Bayham, No. 1	3 2 0	3 2 0	6 4 0	...	1	1	1	1	1
Do No. 8	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Do No. 10	1 17 6	1 17 6	3 15 0	1	1	1	1	1	1
Do No. 17	2 10 0	2 10 0	5 0 0	...	1	1	1	1	...
Do No. 13	1 10 0	1 10 0	3 0 0	...	...	...	...	...	...
Dorchester South, No. 6	2 5 0	2 5 0	4 10 0	1	1	1	1	2	1
Dunwich, No. 4	2 5 7½	2 5 7½	4 11 3	1	1	1	1	1	1
Malahide, No. 15	2 6 3	2 6 3	4 12 6	1	1	1	1	1	1
Do No. 19	1 15 0	1 15 0	3 10 0	...	...	...	...	...	1
Do No. 22	2 10 0	2 10 0	5 0 0	...	...	...	...	...	...
Malahide and Yarmouth, No. 10	3 0 0	3 0 0	6 0 0	...	1	1	1	1	1
Malahide, No. 23	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1
Southwold, No. 4	3 10 0	3 10 0	7 0 0	1	1	1	1	1	1
Do No. 6	6 5 0	6 5 0	12 10 0	1	1	1	1	1	1
Do No. 14	1 17 6	1 17 6	3 15 0	1	1	1	...	1	1
Do No. 17	1 10 0	1 10 0	3 0 0	1	1	...	...	1	1
Do No. 22	3 0 0	3 0 0	6 0 0	1	1	1	1	1	1
Yarmouth, No. 7	5 1 9	5 1 9	10 3 6	...	1	1	1	1	1
Do No. 10	6 10 0	6 10 0	13 0 0	1	1	1	1	1	1
Do No. 12	1 10 0	1 10 0	3 0 0	1	1	...	...	1	1
Do No. 13	4 17 6	4 17 6	9 15 0	1	1	1	1	1	1
Do No. 20	5 12 9½	5 12 9½	11 5 7	...	1	1	1	1	1
Kent:									
Camden and Zone, Township	126 17 4	126 17 4	253 14 8	12	13	13	13	13	13
Chatham, Gramma rSchool	40 0 0	40 0 0	80 0 0	1	1	1	1	1	1
Dower East, No. 8	2 15 0	2 15 0	5 10 0	1	...	...	...	...	...
Harwich, Township	92 10 0	92 10 0	185 0 0	10	10	10	10	10	12
Howard, No. 6	7 11 1	7 11 1	15 2 2	...	...	...	...	...	...
Do No 7	3 11 10½	3 11 10½	7 3 9	...	1	1	1	1	1
Do No. 10	2 0 0	2 0 0	4 0 0	1	1	1	1	1	...
Raleigh, No. 3	4 18 9	4 18 9	9 17 6	...	1	1	1	1	...
Do No. 12	3 5 7½	3 5 7½	6 11 3	1	1	1	1	1	...
Raleigh and Harwich, No. 1	7 10 0	7 10 0	15 0 0	1	1	1	1	1	1

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of School Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.		Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	1	...	1	...	...	...	...	...	...	1	...		...	1	...	33	...	18	...	...
...	...	...	1	...	...	...	...	...	...	...	...		48	30	...	33	...	6	...	...
3	...	1	12	...	...	...	...	1	...	...	...		...	...	...	93	...	18	...	...
3	...	2	1	...	...	...	...	...	...	...	...		...	42	...	93	14	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	15	3	...	1
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	6	...	6	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	3	44	...
3	...	1	...	...	...	...	...	...	...	...	...		...	...	...	33	...	18	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	80	...
1	...	1	1	2	...	...	...	...	22	...	...		...	...	...	33	1	6	...	1
...	...	...	...	...	...	...	1	...	...	...	...		16	...	3	...	...	...	...	...
3	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	1	...	39	...
1	...	...	...	...	...	...	...	...	...	...	...		...	...	...	60	...	18	...	...
3	...	1	1	...	...	...	...	...	...	...	...		...	...	...	...	...	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...		150	...	...	...	...	...	...	2
3	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	1	...	...
3	...	2	6	...	1	...	...	...	...	2	...		...	...	...	...	...	...	...	...
3	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	6	...	...
...	...	...	3	...	1	...	...	...	...	...	...		50	...	...	...	5	...	...	...
3	...	1	3	1	...	...	...	...	...	...	...		150	...	...	...	...	...	...	6
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
3	...	1	3	1	...	...	...	1	20	...	...		24	...	11	6	56	...	...	3
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	33	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	65	...
3	4	1	1	1	...	...	...	...	...	...	...		...	...	...	...	...	18	...	...
...	...	1	3	1	...	...	...	...	...	12	...		162	22	...	33	...	18	...	6
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	1	4	1	...	...	...	1	22	...	...		...	52	...	...	...	...	...	...
...	2	1	6	1	...	...	...	1	22	1	...		46	90	3	33	...	...	...	4
...	...	...	1	1	...	...	...	1	...	...	...		...	...	...	...	14	...	...	3
...	...	...	...	...	...	...	...	...	...	...	...		162	...	...	33	...	...	...	5
...	...	...	...	...	...	...	...	...	...	1	...		...	...	...	33	15	...	...	...
...	...	...	...	...	...	...	...	...	1	1	...		...	...	...	...	...	18	...	...
...	...	...	...	...	...	...	...	1	...	...	...		...	...	...	...	...	...	...	...
...	...	1	1	...	...	...	...	...	...	...	...		...	...	5	...	...	...	...	1
...	...	1	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	1
2	...	...	3	...	...	...	...	...	...	...	...		...	...	...	33	1	18	...	...
...	2	...	3	...	...	...	...	...	...	2	...		...	...	...	...	...	...	...	...
...	...	...	5	...	...	...	...	...	...	2	...		18	...	...	...	...	...	...	...
...	...	...	5	...	...	...	...	1	...	...	...		...	...	...	...	...	...	...	1
...	...	1	28	1	...	...	...	1	...	1	...		...	...	400	33	...	...	...	...
...	...	...	1	...	...	...	...	1	...	...	...		...	...	400	33	...	...	...	...
...	...	...	...	...	...	...	...	1	...	...	...		...	...	2	33	...	6	...	...
...	...	1	1	...	...	...	...	1	...	...	...		...	...	...	66	...	3	...	...
3	2	1	10	...	...	...	...	...	...	...	...		...	...	416	33	1	...	...	...
...	...	1	10	1	...	...	...	...	...	...	...		...	...	136	99	2	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	418	...	...	18	...	...
...	...	1	5	...	...	...	...	...	...	1	...		...	...	...	...	15	6	...	...
...	2	...	...	1	...	...	1	1	...	...	...		...	...	...	...	...	...	...	1
													24	...	...	99	3	18	...	2
13	...	38	59	15	12	...	...	1	...	6	...		594	1080	...	1083	150	234	...	...
...	4	4	8	2	1	...	1	...	...	13	1 set		...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...		150	...	...	...	...	...	...	1
11	...	12	62	24	2	...	...	10	220	...	...		180	820	...	363	...	216	...	15
3	2	2	2	1	1	...	...	...	...	2	...		150	...	...	33	40	18	...	5
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	15	...	...	...
3	2	2	12	...	...	...	...	...	...	2	...		...	...	1	...	1	18	...	4
1	...	1	3	...	...	...	...	...	...	...	...		...	...	...	...	...	3	...	1
1	...	3	2	...	1	...	...	...	...	...	...		42	...	...	...	...	...	...	...

Part II.—Table N.—(*Continued.*) **The Common and Grammar Schools**

Municipalities and School Sections.	Maps and Apparatus supplied by the — Moneys. Local Contribution.	Legislative Apportionment.	Total.	Maps — The World.	Europe.	Asia.	Africa.	America.	Canada.
Kent.—(Continued):	£ s. d.	£ s. d.	£ s. d.						
Romney, No. 2	1 5 0	1 5 0	2 10 0	...	...	1	...	...	1
Tilbury, East Township	16 0 0	16 0 0	32 0 0	...	4	4	4	4	4
Lambton:									
Bosanquet, No. 2	2 0 0	2 0 0	4 0 0	...	1	1	1	1	1
Do. No. 4	2 6 3	2 6 3	4 12 6	...	1	1	1	1	1
Moore, No. 2	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Plympton, No. 3	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Do No. 9	2 15 0	2 15 0	5 10 0	...	1	...	...	...	1
Sombra, No. 7	2 5 0	2 5 0	4 10 0	1	1	1	1	1	...
Warwick, No. 2	1 8 6	1 8 6	2 17 0	...	...	...	...	...	...
Brooke and Warwick, No. 1 and 13	2 0 0	2 0 0	4 0 0	1	1	1	1	1	1
Dawn, No. 7	5 0 0	5 0 0	10 0 0	1	1	1	1	1	1
Moore, No. 14	1 11 3	1 11 3	3 2 6	...	1	...	...	1	1
Plympton, No. 7	1 5 0	1 5 0	2 10 0	...	1	...	...	...	1
Sarnia, No. 5	1 5 0	1 5 0	2 10 0	1	1	1	...	...	1
Essex.									
Colchester, No. 9	5 0 0	5 0 0	10 0 0	...	1	1	1	1	1
Do. No. 10	5 0 0	5 0 0	10 0 0	...	1	1	1	1	1
Gosfield, No. 8	1 16 3	1 16 3	3 12 6	1	...	...	...	1	1
Malden, No. 4	2 6 0	2 6 0	4 12 0	...	1	1	1	1	1
Maidstone and Colchester, No. 5 and 8	2 10 0	2 10 0	5 0 0	1	1	1	1	1	1
Mersea, Township	8 10 0	8 10 0	17 0 0	7	7	...	...	7	...
Do No. 1	1 5 0	1 5 0	2 10 0	...	...	...	...	...	...
Rochester, No. 3	1 5 0	1 5 0	2 10 0	1	1	...	...	1	...
Sandwich, R. C. Separate S., No. 1	13 11 6	13 11 6	27 3 0	...	1	1	1	2	...
Cities:									
Hamilton, R. C. Separate S	9 7 6	9 7 6	18 15 0	...	2	2	2	2	...
Ottawa	40 17 2½	40 17 2½	81 14 5	1	...	5	...	...	5
Towns:									
Brantford	35 0 0	35 0 0	70 0 0	2	3	2	2	2	2
Brockville	3 13 1½	3 13 1½	7 6 3	...	...	...	...	...	...
Chatham	41 14 6½	41 14 6½	83 9 1	4	4	4	4	4	...
Dundas	37 17 7	37 17 7	75 15 2	2	2	2	1	2	2
Galt	31 14 2½	31 14 2½	63 8 5	...	...	...	...	2	1
Guelph	1 5 4	1 5 4	2 10 8	...	...	...	1	...	...
Paris	5 0 0	5 0 0	10 0 0	...	1	1	1	1	1
Perth	9 7 9	9 7 9	18 15 6	1	2	2	2	2	1
Picton, R. C. Separate S.	1 15 0	1 15 0	3 10 0	1	1	1	...	1	1
Port Hope	4 0 0	4 0 0	8 0 0	1	...	...	...	...	1
Sarnia	1 5 0	1 5 0	2 10 0	...	...	1	1	2	...
St. Catherines	9 10 0	9 10 0	19 0 0	1	1	...	...	1	1
Do R. C. Separate S.	3 5 0	3 5 0	6 10 0	...	1	1	1	1	1
Whitby	9 15 0	9 15 0	19 10 0	1	...	...	...	...	1
Town Municipalities:									
Amherstburgh, R. C. Separate S.	5 0 11½	5 0 11½	10 1 11	...	1	1	1	1	1
Clifton, R. C. Separate S.	1 5 7½	1 5 7½	2 11 3	1	...	1	1	1	...
Villages:									
Berlin	32 0 0	32 0 0	64 0 0	1	1	1	1	1	1
Bowmanville	10 0 7½	10 0 7½	20 1 3	2	2	1	1	...	1
Brampton	5 0 0	5 0 0	10 0 0	1	1	1	1	1	...
Caledonia	17 8 9	17 8 9	34 17 6	3	1	1	1	1	3
Napanee	6 10 6	6 10 6	13 1 0	...	...	...	...	...	1
St. Thomas	14 1 8	14 1 8	28 3 4	...	...	...	...	...	...
Smith's Falls, Union S.	20 2 2½	20 2 2½	40 4 5	3	1	1	1	1	1
Thorold, R. C. Separate S.	1 5 7½	1 5 7½	2 11 3	1	1	...	...	...	1
Trenton	3 15 0	3 15 0	7 10 0	...	...	1	1	1	...
Total for 1857	2264 15 8½	2264 15 8½	4529 11 5	245	437	353	316	376	421
Total for 1856	1165 2 2	1165 2 2	2330 4 4	136	266	201	185	222	277
Increase	1099 13 6½	1099 13 6½	2199 7 1	109	171	152	151	154	144
Recapitulation.									
Total for 1855*	581 18 10	581 18 10	1163 17 8	135	142	108	94	106	116
Total for 1856	1165 2 2	1165 2 2	2330 4 4	136	266	201	185	222	277
Total for 1857	2264 15 8½	2264 15 8½	4529 11 5	245	437	353	316	376	421
Grand Total for 3 years ..... £	4011 16 8½	4011 16 8½	8023 13 5	516	845	662	595	704	814

* 1855 was the first year the Legislative apportionment was granted.

EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.								OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
British Isles.	Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of School Apparatus.	Orreries.	Telurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids.	Other School Apparatus.	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
12	8	4	...	...	...	...	...	...	...	...	...	450	30	...	...	...	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...	9	30	...	...	35	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	66	14	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
3	...	...	1	...	...	...	...	...	...	...	...	16	...	...	60	1	18	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	6	...	...
1	...	1	2	2	...	...	...	1	...	2	...	1	...	...	93	...	...	...	4
...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	3	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	14	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...
3	2	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	15	...	2
3	2	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	33	...	4	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54	...	...
...	...	...	...	...	...	...	...	1	...	...	...	150	...	2	93	...	6	...	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	6	...	...
...	2	1	6	4	...	1	...	1	26	1	...	7	...	...	...	...	...	...	...
...	4	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	1	2	8	...	...	...	9	22	1	...	180	...	6	594	288	89	...	2
3	4	3	27	2	...	...	...	...	...	...	...	437	...	6	...	...	60	...	2
1	...	...	10	...	...	...	...	2	...	...	...	13	...	...	...	...	...	...	...
8	4	2	50	10	...	1	...	5	22	16	...	...	...	6	...	...	...	...	3
2	...	...	2	2	...	...	...	...	1	33	...	100	...	...	...	4	...	...	...
3	...	...	12	1	...	...	...	2	1	34	...	36	...	...	...	...	...	40	...
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	1	6	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
3	2	2	21	2	...	...	...	...	...	2	...	16	...	...	23	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...
...	...	1	9	1	...	...	...	...	22	18	...	...	...	...	...	2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	48	...	...	...	1	...	171	...
1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	132	...
3	2	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
3	...	4	43	1	...	...	...	1	...	9	...	186	30	...	318	...	...	86	...
3	...	...	24	1	...	...	...	...	...	...	...	...	22	12	...	1	...	...	...
3	2	5	2	1	...	...	...	1	1	...	...	...	...	...	...	22	...	...	...
4	...	2	7	2	...	...	...	...	...	...	...	...	...	...	...	...	...	51	...
...	...	1	12	2	...	...	...	...	...	1	...	...	30	1	...	...	...	64	...
...	...	...	...	...	...	...	...	...	...	23	...	...	...	3	...	...	...	...	...
2	...	5	16	3	...	1	...	2	1	1	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
515	405	330	886	261	38	20	17	95	1057	328	7 sets.	6989	3818	2002	7940	1636	3396	2557	381
196	267	78	192	103	14	10	15	40	81	141	...	5046	1480	316	4726	941	791	...	959
319	138	252	694	158	24	10	2	55	976	187	7 sets.	1943	2338	1686	3214	745	2605	2557	...
95	...	41	467	48	14	5	8	26	14	33	...	3000	1100	30	3000	300	260	...	152
196	267	78	192	103	14	10	15	40	81	141	...	5046	1480	316	4726	941	791	...	959
515	405	330	886	261	38	20	17	95	1057	328	7 sets.	6989	3818	2002	7940	1686	3396	2557	381
806	672	449	1545	412	66	35	40	161	1152	502	7 sets.	15035	6398	2348	15666	2927	4447	2557	1492

* A Set of Meteorological Instruments, &c., consists of:—1 Self-Registering Maximum Thermometer, 1 Minimum Thermometer, 1 Standard Barometer, 1 Hygrometer, (Manufactured by Negretti & Zambra, London, under the direction of the Department,) 1 Rain Guage, and Books of Tables, Records, Instructions, &c.

Part II.—Table O. **The Superannuated, or Worn-out**

Statement in Detail of the Superannuated Common School

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1857.	Years of teaching in U. C.	Subscriptions. £ s. d.	Pensions. £ s. d.
1 2	John McAuley ... Dead.	Ch. Scotland ...	Ireland	Innisfil	Age & Infirmity	75	22	1 0 0	9 12 6
3	Robert Mason.....	Presbyterian ...	Scotland ...	Lanark	Age & Infirmity	77	28	1 0 0	12 5 0
4 5	Magnus Swanson Dead.	Baptist	Scotland ...	Markham...	Age & Infirmity	74	18	1 0 0	7 17 6
6	Donald Currie ...	Ch. Scotland ...	Scotland ...	Aldboro' ...	Age & Infirmity	69	18	1 0 0	7 17 6
7	*James Baird.....	Baptist	Scotland ...	Lanark	Age & Infirmity	85	19	1 10 0	4 0 0
8	John O'Connor ...	Rom. Catholic...	Ireland	Charlottenburgh.	Age & Infirmity	84	35	1 0 0	15 6 3
9 10	Anthony Lewars Dead.	Baptist	Scotland ...	Augusta ...	Age & Infirmity	76	32	1 0 0	14 0 0
11	Thos. J. Graffe ...	Universalist.....	Ireland	Arthur	See Abstract ...	50	18	1 0 0	7 7 6
12	Don'd McDermid	Ch. Scotland ...	Scotland ...	Cornwall ...	Age & Infirmity	80	26½	1 0 0	11 14 5
13	James Benton.....	Ch. Scotland ...	Scotland ...	Finch.....	See Abstract ...	61	25	1 0 0	10 18 9
14	Henry Gough.....	Ch. England ...	Ireland	Barton	Age & Infirmity	72	30	1 0 0	13 2 6
15	Jas. Breakenridge	W. Methodist...	U. Canada...	Rawdon ...	See Abstract ...	53	32	1 0 0	14 0 0
16	John Gillon.....	Ch. Scotland ...	Scotland ...	Ramsay.....	Age & Infirmity	75	25½	1 0 0	11 0 7
17	Robert C. Mills ...	Ch. England ...	Ireland	Packenham	Age & Infirmity	71	23	1 0 0	10 1 3
18	John W. Leonard	Ch. England ...	England ...	Chatham ...	Age & Infirmity	64	22	1 0 0	9 12 6
19	Peter Stewart.....	Ch. Scotland ...	Scotland ...	Perth	Age & Infirmity	74	22	1 0 0	9 12 6
20	David Thompson	.....	Scotland ...	Niagara.....	Age & Infirmity	68	38	1 0 0	16 12 6
21	John Price	Ch. England ...	Ireland	Brockville..	Age & Infirmity	65	24	1 0 0	10 10 0
22	Wm. Gordon	Presbyterian ...	Ireland	Horton	Age & Infirmity	70	30	1 0 0	13 2 6
23	Crawford Rainey	W. Methodist...	Ireland	Ernestown.	See Abstract ...	46	17	1 0 0	7 8 9
24	Benjamin Warren	Ch. England ...	Ireland	Augusta ...	Age & Infirmity	73	27	1 0 0	11 16 3
25	Thos. McMaster...	Ch. England ...	Ireland	Grey	See Abstract ...	61	20	1 0 0	8 15 0
26	Ronald Smith.....	Ch. England ...	Scotland ...	Lanark	Age & Infirmity	73	20	1 0 0	8 15 0
27	Wm. McEdward	Ch. Scotland ...	Scotland ...	Lancaster...	Age & Infirmity	67	26½	1 0 0	11 11 11
28	Wm. Dowling.....	W. Methodist...	Ireland	Augusta ...	See Abstract ...	58	20	1 0 0	8 15 0
29 30	Geo. Fieldhouse... Dead.	Soc. Friends ...	England ...	Murray	Age & Infirmity	71	30	1 0 0	13 2 6

*Died since.

TEACHERS IN UPPER CANADA FOR 1857, WITH THE AMOUNT OF PENSION PAID TO EACH.

No.	For the year.	Abstract of Case.	Recommendatory Certificates signed by
1	1857 ...	Was a Teacher 50 years. Taught in West Gwillimbury, Tecumseth, Essa and Innisfil. Holds also a certificate from the Earl of Dalhousie, as Teacher in Nova Scotia, where he taught School from 1817 to 1830.	Rev. F. L. Osler; T. S. Stephens, J. P.; William Strong, J. P.; H. A. Clifford.
3	do ...	Taught the same School in the Village of Lanark for 28 years.	J. A. Murdoch; J. Shaw, M. P.; M. Lock, J. P.
4	do ...	Was a Teacher for 35 years. Taught in Scotland, in Lower Canada, and for 18 years in Markham.	Rev. W. Case; J. King; G. Buchanan.
6	do ...	Was a Teacher for 50 years; 22 years in Scotland, and 18 years in Aldboro', Oxford, Howard, Chatham and Mosa, U.C.	Rev. R. Burns, D.D.; Rev. D. McMillan; G. Gardiner, J. P.; G. Duck, junior.
7	½ 1857...	Commenced in 1825, and ceased teaching in 1842, from age and lameness; taught the same school 16 years.	Rev. M. Harris; J. Robertson, J. P.
8	1857 ...	Was a Teacher for 53 years; 18 years in Ireland, and 35 in Glengarry, Stormont and Prescott.	Rev. J. McLaurin; Rev. H. Urquhart; J. Grant, M.D.; A. Chisholm.
9	do ...	Taught in the County of Grenville 32 years.	Rev. R. Blakely; H. W. Morton, M.D.; J. Clapperton; J. Jessup; G. Malloch.
11	do ...	Commenced in 1832. Taught in Grenville 18 years. "His health failed from excessive mental labor, which induced a predisposition to apoplexy and spinal disease."	B. R. Church, M.D.; E. H. Whitmarsh; R. Waugh.
12	do ...	Commenced in Scotland in 1794, and ceased in Upper Canada in 1843. Taught in Stormont and Glengarry 26½ years.	J. Pringle; Reference to Hon. Justice McLean; R. McDonald, M.D.; affidavit before H. Cline, J. P.
13	do ...	Commenced in 1822, and ceased 1850. Taught for 35 years in Township of Lochiel; was afflicted with Epilepsy and compelled to desist.	Rev. J. R. Meade; J. Stirling, M.D.; D. Cattanach, J. P.; J. Murray.
14	do ...	Was a Teacher for 33 years; 3 years in Nova Scotia, and 30 in various parts of Upper Canada.	P. Spaun, J. P.; B. P. Spohn. Former certificates signed by Bishop Strachan, &c.
15	do ...	Commenced in 1815. Taught in Dundas, Prescott, Russell, Carleton, Grenville and Leeds, for the full period of 32 years, besides 2 years in Lower Canada. Is so afflicted with cataract as to be compelled to desist.	Rev. W. Smart; Hon. H. Pinhey; J. Garvey, M.D.; J. Matthew, J. P.; J. A. Stuart, J. P.; T. Brady; A. Sherwood; S. Hart; J. Keays; W. Henderson.
16	do ...	Commenced in Ramsay in 1821, opened the first school at Carleton Place in 1825. Taught also in Beckwith and Packenham.	Rev. J. McMorine; D. Campbell, J. P.; Rev. A. Mann; Rev. M. Harris; J. Wylie.
17	do ...	Commenced in 1824. Taught in Huntley, Fitzroy, Packenham, Ross and Bromley.	Rev. J. Thompson; A. Fowler, M.D.; Rev. M. Harris; Rev. A. Mann.
18	do ..	Commenced in U. C. in 1817. Taught in the Counties of Frontenac, Lennox, Addington, Kent and Lambton, as he states subsequently to his application being approved, 30 years. Ceased in 1853.	Hon. S. Washburn; Thos. Cross, M.D.; A. Lazier, J. P.; T. McRea, J. P.; O. Ingalls, J. P.; E. H. Carlatt, J. P.; C. Pier, J. P.
19	do ...	Taught in County of Lanark from 1831 to 1853. "Has done a good deal of good in his day."	Rev. M. Harris; J. A. Murdoch; J. Young.
20	do ...	Commenced teaching in 1815. Has taught in Counties of Frontenac, Lincoln and Welland Pains from old wounds received in the war of 1812 force him to desist.	Rev. T. Creen.
21	do ...	Commenced in 1827. Taught in Leeds and Grenville 24 years.	Rev. E. Denroche; Rev. W. Smart; G. Sherwood, M.P.; T. Reynolds, M.D.; T. F. McQueen, M.D.; A. Sherwood; W. Buell; J. Jessup.
22	do ...	Commenced in 1823, and taught in Lanark and Renfrew for 30 years.	Rev. G. Thompson; D. Evans, M.D.
23	do ...	Taught in Kingston, Ernestown, Camden and Portland. Disease of the heart and liver render him unfit for teaching.	Rev. P. Shirley; R. McLean, M.D.; J. Scouten, M.D.; J. Miller, J. P.; J. Asseltine, J. P.; J. J. McDonald; S. Warner.
24	do ...	Commenced in 1824, and taught school in Leeds and Grenville 27 years.	Rev. W. Smart; G. Sherwood, M.P.; T. Reynolds, M.D.; J. Brouse; R. Waugh; J. Reynolds, J.P.; N. Horton, J. P.; R. Ease, J. P.
25	do ...	Commenced in 1825, and taught in various parts of U. C. Deafness and disease of lower extremities compelled him to desist.	Rev. E. Patterson; Rev. D. McPherson; D. Waugh, M.D.; A. Monteith, J.P.; W. P. McCullough, J P.; J. Hyde, W. Rath; A. McGregor; J. Stewart. Former certificate signed by Bishop Strachan.
26	do ...	Commenced in 1812, and taught in the County of Lanark 20 years.	Rev. M. Harris; A. Munro, M.D.; J. Robertson, J. P.; J. McDonald, J. P.; T. McCaffry, J. P.; E. Byrne.
27	do ...	Commenced in 1812. Was a teacher 38 years; 11 years in Scotland, 26 in Lancaster, and 6 months in Williamstown, U. C.	Rev. J. McKenzie; Rev. D. McPherson; Rev. J. McLaurin; A. Beattie, M. D.; R. S. McDonald, J. P.
28	do ...	Commenced in 1822. Taught in Leeds and Grenville for 21 years. Ill health, occasioned by close application, renders him unfit to continue.	Rev. W. Smart; B. R. Church, M.D.; W. Garvey; J. Howard, J. P.; M. Read, J. P.
29	do	Commenced in 1819 and taught in Prince Edward and Northumberland for 30 years.	P. Gross, M.D.; B. Franklin, J. P.; J. Bettes, J. P.

PART II.—Table O.—*(Continued.)* THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1857.	Years of teaching in U. C.	Subscriptions. £ s. d.	Pensions. £ s. d.
31	John McKenzie..	Presbyterian ...	Scotland ...	Lancaster...	Age & Infirmity	66	17½	1 0 0	7 13 1
32	Patrick Benson .	Rom. Catholic...	Ireland	Plantagenet North.	Age & Infirmity	76	30	1 0 0	13 2 6
33	Dead.								
34	Dead.								
35	Francis Foster ...	Ch. England ...	England ...	Chingua-cousy.	Age & Infirmity	76	18	1 0 0	7 17 6
36	Donald McDonald	Rom. Catholic...	Scotland ...	Lochiel	Age & Infirmity	71	13	1 0 0	5 13 9
37	John Ker	Ch. England ...	Ireland	Winchester.	Age & Infirmity	66	14	1 0 0	6 2 6
38	James Brenan ...	Rom. Catholic...	Ireland	Ennismore.	Age & Infirmity	73	35	1 0 0	15 6 3
39	Thos. Hudson.....	Ch. England ...	England ...	Markham ...	See Abstract ...	61	19½	1 0 0	8 10 8
40	Wm. M Hynes ...	Presbyterian ...	Ireland	Brockville .	Age & Debility.	63	34	1 0 0	14 17 6
41	Jane Johnston ...	Ch. England ...	Ireland	Thorold.....	See Abstract ...	53	21	1 0 0	9 3 9
42	W. R. Thornhill...	Ch. England ...	Ireland	Kitley	See Abstract ...	59	22	1 0 0	9 12 6
43	Wm. Irvine.....	Ch. England ...	Ireland	Kingston ...	Age & Infirmity	75	17½	1 0 0	7 13 2
44	Dead.								
45	John Fletcher,.....	Presbyterian ...	Scotland ...	Tilbury E...	See Abstract ...	49	18	1 0 0	7 17 6
46	John B. Emons ...	Ch. England ...	U. Canada .	Escott	See Abstract ...	61	27	1 0 0	11 16 3
47	John Nowlan	Ch. England ...	Ireland	Montague...	Age & Infirmity	66	24	1 0 0	10 10 0
48	W. P. Huston.....	Presbyterian ...	Ireland	Mountain ...	Age & Infirmity	73	23	1 0 0	10 1 3
49	George Reynolds.	Rom. Catholic...	Ireland	Camden E..	Age & Infirmity	62	28½	1 0 0	12 9 4
50	Dead.								
51	Wm. Martin	Presbyterian ...	Ireland	Oxford	Age & Infirmity	66	14	1 0 0	6 2 6
52	John Blek.....	.....	Ireland	Ross	Age & Infirmity	78	15	1 0 0	6 11 3
53	Michael Koen.....	Rom. Catholic...	Ireland	Kingston ...	Age & Infirmity	66	25½	1 0 0	11 3 2
54	Alex. Miller.....	Presbyterian ...	Scotland ...	Wolford ...	Age & Infirmity	71	28½	1 0 0	12 9 4
55	John Donald	Presbyterian ...	Scotland ...	Dalhousie...	See Abstract ...	58	20½	1 0 0	8 19 5
56	Angus McDonell	Rom. Catholic...	Scotland ...	Kenyon ...	Age & Infirmity	62	33½	1 0 0	14 13 1
57	James Forde	Ch. England ...	Ireland	Elmsley N.	See Abstract ...	55	16	1 0 0	7 0 0
58	John Livingston	Presbyterian ...	Scotland ...	Dalhousie...	Age & Infirmity	66	25½	1 0 0	11 3 2
59	Gilbert McAulay.	Ch. Scotland ...	Scotland ...	Suunidale...	Age & Infirmity	77	18	1 0 0	7 17 6
60	Gideon Gibson ...	Ch. England ...	Ireland	Emily.....	Age & Infirmity	72	19	1 0 0	8 6 3
61	Wm. Begg	Presbyterian ...	Scotland ...	Goderich ...	Age & Infirmity	63	17	1 0 0	7 8 9
62	John Bradley	Episcopalian ...	Ireland	Plantagenet	Age & Infirmity	78	20	1 0 0	8 15 0
63	Donald McDougall	Not stated	Scotland ...	Lochiel	See Abstract ...	57	14	15 10 0	23 12 6

No.	For the year.	Abstract of Case.	Recommendatory Certificates Signed by
31	1857 ...	Taught 2 years in Lower Canada and 17½ in Glengarry.	Rev. J. McKinnon; D. E. McIntyre, M.D.
32	do ...	Commenced in 1810, and continued teaching in Stormont and Prescott for 30 years. Ceased in 1845.	C. Johnson, Junior; G. Presley; J. Bellore.
35	do ...	Commenced in 1832, and continued teaching in the Gore of Toronto and Chingacousy for 18 years.	Rev. J. G. Armstrong; T. Deasely. M. D.; J. M. Chafee; R. Wright; J. Price. Former certificate signed by Bishop Strachan.
36	do ...	Commenced in 1806. Taught in Dundas, Stormont and Glengarry. Is unable to procure certificates of teaching for more than 13 years. Ceased in 1853.	O. Quigly, J. P.; C. McDonald, M. D.; J. Murray; A. McMillan.
37	do ...	Commenced in 1835, and taught in Stormont and Dundas for 14 years.	Rev. J. G. B. Lindsay; Rev. H. E. Plees; Rev. J. Harris; W. H. Brouse, M. D.; J. J. Blacklock, M. D.; J. Baird, M. D.; H. L. Cook, M. D.; J. W. Rose, M. P.; J. & G. & E. Brouse, J. P.'s; W. Bell, J. P.; P. Carman.
38	do ...	Was a teacher for 50 years; 35 years in Glengarry, Prince Edward and Victoria.	Rev. J. J. Chisholm, D. D.; Rev. J. Bourke; Rev. J. M. Roger; Rev. R. Harding; W. Cluxton, J. P.; P. S. Sullivan, J. P.; W. T. Boate; B. McDonell, E. Burnham; T. Hay; B. S. Cory, M. D.
39	do ...	Commenced in 1832, and taught in the County of York for 19½ years. Ceased in 1851, *hernia* and general debility having forced him to desist.	Rev. J. G. Armstrong; Rev. D. E. Blake; R. Paget, M. D.; G. Pexton.
40	do ...	Commenced in 1818, and taught in the County of Leeds, 34 years.	Rev. W. Smart; T. Reynolds, M. D.; R. Edmondson, M. D.; G. Sherwood, M. P.; S. Reynolds, J. P.; W. Dowling, J. P.; W. Buell; G. Malloch.
41	do ...	Commenced in 1833, and taught in Dundas, Ancaster, Cayuga, and Thorold, 21 years. Disease of the chest compels her to desist.	Rev. T. B. Fuller, D. D.; G. Keefer, J. P.; R. Ironside, M. D.; Dr. H. Rally; J. Keefer; D. D'Everardo; H. James.
42	do ...	Commenced in 1829, and taught in Leeds 22 years. "Sight so imperfect that he cannot follow the profession any longer."	Rev. J. B. Worrell; J. Atchison, M. D.; Rev. F. Tremayne; S. Soper, J. P.; J. O'Neill; H. B. Washburn; R. Johnson, J. P.; W. Webster, J. P.
43	do ...	Was a teacher for 52 years; 17½ in Upper Canada.	Ven. Archdeacon Stuart; Rev. E. C. Bower; J. Marks, J. P.; G. Rutledge.
45	do ...	Commenced in 1830. Taught 6 years in Scotland and 18 in Elgin and Kent. Is afflicted with hip joint disease, and quite unable to do duty.	Rev. J. Fraser; J. R. Robertson, M. D.; A. McGregor; J. Coutts.
46	do ...	Commenced in 1827. Has taught in the Counties of Frontenac, Glengarry, Prescott and Russell. Is afflicted with general debility and partial paralysis.	F. Codd, M. D.; J. Stewart; J. Keays; J. Conway, J. P.; J. Mattice, J. P.
47	do ...	Commenced in 1812. Taught 18 years in Newfouudland and 24 years in Lanark and Carleton.	Rev. J. B. Worrell; G. Nisbet, M. D.; J. Shaw, M. P.; Rev. E. Morris; G. Gilhuly, J. P.
48	do ...	Commenced in 1832. Taught in Mountain and South Gower 23 years.	Rev. J. Anderson; D. Brown, M. D.; J. Cleland, P. M.
49	do ...	Commenced in 1826, and taught 28½ years in Brockville, Lennox and Addington, &c.	Rev. P. Shirley; F. V. Cory, M. D.; R. McLean, M. D.; D. Roblin, M. P.; J. Stevenson, J. P.; T. Miller, J. P.; D. C. Smith, J. P.; W. Whelan, J. P.; S. Reynolds, J. P.; F. Murray, J. P.; J. F. Hawley, J. P.; C. H. Miller, J. P.
51	do ...	Commenced in 1817 in Nova Scotia. Taught in Grenville 14 years.	Rev. W. D. McDowell; E. B. Sparham, M. D. Former certificate authorising to teach in Nova Scotia, signed by Earl of Dalhousie.
52	do ...	Commenced 1806. Taught 33 years in Ireland, and 15 in Lanark and Renfrew.	G. Brown; D. M. Evans, M. D.; J. M. Ross; H. Fitzpatrick; M. Mulligan; P. McPeak.
53	do ...	Commenced in Ireland in 1814, and taught 25½ years in Frontenac.	R. S. Henderson; W. Beamish, M. D.; J. W. Brown, J. P.; Peter McKinn, J. P.; J. Irvine. Former certificate by Archdeacon Stuart.
54	do ..	Commenced in 1802. Taught 24½ years in Scotland and 28½ in Lanark, Leeds and Grenville.	Rev. W. Bell; B. R. Church, M. D.; Rev. E. Morris; E. H. Whitmarsh; G. McEwen, P. M.
55	do ...	Taught in Dalhousie. Chronic inflammation of the liver obliged him to desist.	Rev. J. B. Duncan; A. Munro, M. D.; J. S. Nichol, M. D.
56	do ...	Commenced in Scotland in 1814, and taught in Glengarry, U. C., 33½ years.	D. A. McDonald; J. Simpson, M. D.; A. Chisholm; A. McDonnell.
57	do ...	Commenced in 1827, and ceased 1850. Taught in Lanark and Frontenac 16 years. Defective eyesight compelled him to desist.	Rev. M. Harris; J. A. Neilson, M. D.; J. Young.
58	do ...	Commenced in Scotland in 1810. Taught School No. 6, Dalhousie, 25½ years.	Rev. M. Harris; J. S. Nichol, M. D.; Rev. J. B. Duncan; J. A. Young; J. A. Murdoch; A. McInnes; H. McLean; A. McDonald.
59	do ...	Commenced in Scotland in 1812, and in Upper Canada, 1833. Taught in Peel and Simcoe 18 years	Rev. S. B. Ardagh; Judge Gowan; Rev. J. Gray; H. A. Clifford; G. Lount; A. Pass.
60	do ...	Commenced in Ireland in 1817, and in Upper Canada in 1833. Taught 19 years in Durham and Peterboro'.	Rev. W. Hooper; T. Ray, M. D.; E. Ingram; J. Tate.
61	do ...	Commenced in Scotland in 1813, where he taught 20 years. Commenced in Upper Canada in 1837, and taught School in Goderich 17 years.	Rev. A. McKid; Dr. Cole; G. Elliott, J. P., and others.
*62	do ...	Commenced in 1830, and taught 20 years in the County of Prescott.	Col. J. Kearnes, J. P.; D. O'Neill; J. Hagar, J. P.; T. H. Johnson, J. P.
63	do ...	Commenced in Scotland in 1817, and U. C. 1839. Taught 14 years in Glengarry. Is too debilitated to continue.	Rev. Duncan Cameron; Rev. J. McPherson; Rev. D. McDonald; D. A. Macdonald, J. P.; C. McDonald, M. D.; A. McDonell, J. P.; Owen Quigley, Loc. Sup., &c., &c.

* Died since.

PART II.—Table O.—(*Continued.*) THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1867.	Years of teaching in U. C.	Subscriptions. £ s. d.	Pensions. £ s. d.
64	Henry St. Leger...	Ch. England ...	Ireland	Adelaide ...	Age & Infirmity	73	21	1 0 0	9 3 9
65	Robt. Thompson .	Ch. Scotland ...	Scotland ...	Cornwal ...	See Abstract ...	53	20	1 0 0	8 15 0
66 67	Johnston Neilson Dead.	Presbyterian ...	Ireland	Drummond	General debility	60	18	0 10 0	4 10 0
68	Patrick McKee ...	Rom. Catholic .	Ireland	Osnabruck .	Age & Infirmity	84	17	1 0 0	7 8 9
*69	John Brennan ...	Ch. England ...	Ireland	Welford ...	Deafness and debility.	59	24½	1 0 0	10 14 4
70	Margaret Jessop .	Ch. England ...	Ireland	Elmsley.....	Loss of sight and hearing.	69	16	1 0 0	7 0 0
71	Thos. White	Congregationalist.	England ...	Hawkesb'ry West.	Debility	67	23½	1 0 0	10 7 10
72	Joshua Webster...	Methodist	U. States ...	Brighton ...	Age & Infirmity	63	22	1 0 0	9 12 6
73	Norman McLeod	Presbyterian ...	Scotland ...	Lochiel	Age & Infirmity	65	16	1 0 0	7 0 0
74	Samuel P. Stiles...	Methodist	U. States ...	Carradoc ...	Age & Infirmity	73	40	1 0 0	17 10 0
75 76	M. Kineborough . Dead.	Ch. England ...	Ireland	Ernestown	Age & Infirmity	77	31	1 0 0	13 11 3
77	Arch'd Campbell	Presbyterian ...	Scotland ...	Charlottenburgh.	Age & Infirmity	74	7	1 0 0	3 1 3
78	Wm. Foster.....	.....	Ireland	Elizabethtown.	See Abstract ...	57	22	1 0 0	9 12 6
79	Wm. Glasford.....	W. Methodist...	Canada	Gloucester	See Abstract ...	47	18½	1 0 0	8 1 10
80	John Hoyt	Baptist	U. States ...	Haldimand.	Age & Infirmity	84	25	1 0 0	10 18 9
81	Wm. Powers	W. Methodist...	Canada	Camden.....	See Abstrac.....	58	30	1 0 0	13 2 6
82	John Vert	Presbyterian ...	Scotland ...	Albion	See Abstract ...	47	21½	1 0 0	9 8 1
83	Wm. Benson	Second Advent	Scotland ...	Dunwich ...	See Abstract ...	60	23	1 0 0	10 1 3
84	Wm. Kearns	Ch. England ...	Ireland	Augusta ...	Age & Infirmity	65	25	1 0 0	10 18 9
85	D. McKenzie	Presbyterian ...	Scotland ...	Westmins'r	Diseased Lungs	58	20	1 0 0	8 15 0
86	James Leys.....	Ch. Scotland ...	Scotland ...	Goderich ...	See Abstract ...	65	17	1 0 0	7 8 9
87	John Healy.....	Methodist	Scotland ...	Harwich ...	Age & Infirmity	68	26	1 0 1	11 7 6
88	Hector McRae ...	Ch. Scotland ...	Scotland ...	Charlottenburgh.	See Abstract ...	61	20	1 0 0	8 15 0
89	Wm. Campbell ...	W. Methodist...	Ireland	Marysburgh	Age & Infirmity	72	30	1 0 0	13 2 6
90	J. Carruthers	U. Presbyterian	Scotland ...	City of Hamilton.	Age & Infirmity	72	24	1 0 0	10 10 0
91	Alex. Cowan	Presbyterian ...	Scotland ...	Hil ier	Age & Infirmity	73	27	1 0 0	11 16 3
92	Emily Cozens.....	Rom. Catholic...	U. Canada .	Town of Cornwall.	See Abstract ...	52	27	1 0 0	11 16 3
93	Wm. Dermott.....	Ch. England ...	Ireland	Portland ...	See Abstract ...	59	13	1 0 0	5 13 9
94	Jas. E. Durick ...	Ch. England ...	Ireland	Fenelon.....	Age & Infirmity	68	30	1 0 0	13 2 6
95	Hugh Hagan	Rom. Catholic...	Ireland	Nepean	Age & Infirmity	39	18½	1 0 0	8 1 11

* Died since.

No.	For the Year.	Abstract of Case.	Recommendatory Certificates Signed by
64	1857 ...	Commenced in Ireland 1828, and in U. C. 1832. Taught in Welland, Middlesex, Cornwall, Drummond and Oakville 21 years. Afflicted with paralysis.	Rev. T. Creen; H. Hanson, M. D.; Rev. A. Mortimer; J. B. Strathy; W. Elliott; W. Miller; S. A. Secon.
65	do ...	Commenced in 1831, and taught for 20 years in Stormont and Glengarry. Chronic inflammation of the eyes unfits him for duty.	R. McDonald, M. D.; B. G. French; A. Johnston, J. P.; J. Aitken; W. Poley; A. E. McDonald; S. Sheets.
66	do ...	Commenced in Ireland in 1813, and in U. C. 1836. Taught 18 years in Lanark, Leeds and Grenville.	Rev. J. McMorine; Rv. J. Pyne; Rev. J. Padfield; Rev. A. Mann; A. Fowler, M. D.; J. Shaw, M. P., &c., &c.
68	do ...	Commenced in 1828, and has taught 25 years in County of Stormont.	Rev. G. A. Hay; W. H. Wagner, M. D.; W. McIntosh, J. P.; D. Chisholm, J. P.; J. Archibald, J. P.; O. Pugh, J. P., &c., &c.
69	do ...	Commenced in Ireland in 1823, and in U. C. in 1830. Has taught in the County of Leeds 24½ years.	Rev. J. H. Andrews; B. R. Church, M. D.; S. Soper, J. P.; R. W. Ferguson; J. A. Brown.
70	do ...	Commenced in 1829 and ceased in 1846. Has taught in Perth, Smith's Falls and Kitley, 16 years.	Rev. M. Harris; J. A. Ichison, M. D.; Rev. J. Padfield; C. H. Scribe; E. S. Weeks.
71	do ...	Commenced in 1821, and has taught in Hawkesbury 23¾ years.	Rev. W. Abbott; W. Erving, M. D.; Rev. W. Mair; Rev. J. T. Byrne; J. Hamilton, J.P.; H. Lough, J. P., &c.
72	do ...	Commenced in 1812 and ceased 1847. Taught 3 years in U. S. and 22 in P. Edward and Northumberland.	J. W Cryderman, J. P.; P. Gross, M. D.; J. P. Powers, M. D.; J. A. Keeler, J. P.
73	do ...	Commenced in 1807 and ceased in 1849. Taught 10 years in Scotland and 16 in Glengarry.	Rev. T. McPherson; J. Sterling, A. M. & M. D.; John McLennan, J. P., and others.
74	do ...	Commenced in Delaware 1808, and ceased 1854. Taught 40 years in Middlesex.	Rev. R. Flood; G. Rillington, M. D.; Elijah Gregory; E. Handy, &c.
75	do ...	Commenced in 1817 and ceased in 1850. Taught in Frontenac and Addington 31 years.	Ven. Archdeacon Stuart; H. Yates, M. D.; D. P. Yeomans, M. D.; S. Clark, J. P.; M. Palmer, J. P., &c.
77	do ...	Has taught 57 years. 50 years in Lower Canada, and 7 in U. C. under appointment of Sir J. Craig.	Rev. T. McPherson; J. Grant, M. D.; W. Macrae, J. P.; Col. Marchand; J. Delagrave, Mayor, &c.
78	do ...	Has taught 22 years in the Counties of Leeds and Grenville. Paralysis of the bladder incapacitates him.	R. Edmonson, M. D.; Rev. W. Smart; W. Bluell.
79	do ...	Has been a teacher 24 years. Has taught 18½ years in Townships Charlottenburgh, Cornwall, Gloucester, Nepean and Montague. Is epileptic.	J. Grant, M. D.; G. Archibald; Rev. T. Wardrope; J. Pringle.
80	do ...	Commenced teaching in 1818, ceased in 1845. Taught 25 years in Counties of Northumberland, Prince Edward and Hastings.	J. O. Powers, M. D.; H. Jones; H. Meade; Rev. J. Webster; J. W. Cryderman, J. P.
81	do ...	Taught school in the Township of Marysburgh 25 years and in Camden East 5 years. Has hip joint disease and bad sight.	Allen Ruttan, M. D.; J. Harrison; J. Lane, J.P.; Rev. G. Miller; S. Hayden.
82	do ...	Commenced in Scarborough in 1834, and taught in York, Ontario and Peel 21½ years. Lungs much diseased.	The Lord Bishop of Toronto; Rev. J. Jennings, D. D.; Rev. J. C. Geikie; H. Warbrick; J. S. Robinson, M. D.
83	do ...	Commenced in 1833, and has taught 23 years in the Townships of Dunwich and Southwold. Is paralytic.	R. W. Travers, M. D.; Rev. D. Campbell; T. McColl, Local Supt.; J. Hidden, Trustee; Major Willey, J. P.
84	do ...	Commenced 1822. Taught 25 years in Counties Stormont, Dundas and Glengarry.	Rev. D. Monro; W. D. Scott, M. D.; J. W. Ridley, Supt.; D. Berging, M. D.; E. Ross, Supt. W. Fraser, Supt.
85	do ...	Commenced in 1819, and has taught 20 years in Middlesex, Elgin and Oxford, and 9 years previously in Scotland.	Rev. M. Burnham; G. Southwick, M. D.; H. W. McIntyre, J. P.; J. Strathy, Supt., and others.
86	do ...	Commenced in 1833, and has taught 17 years in Saltfleet and Sombra, and Counties Huron and Bruce. Has chronic rheumatism.	M. Hamilton, M. D.; Rev. R. F. Campbell; J. Nairn; W. Johnston; Jas. Watson.
87	do ...	Commenced in 1811, and has taught 26 years in Grenville, Leeds, Frontenac and Dundas.	W. W. Howard, M. D.; H. P. Washburn; Thos. Sheffield; E. Green.
88	do ...	Commenced in 1829, and has taught 20 years in the Townships of Lancaster and Charlottenburgh. Has chronic disease of bowels.	Charles Mallery, M. D.; Elders McDonnell, McLennan, Grant, Campbell, Hon. J. Sandfield McDonald, M. P.
89	do ...	Commenced in Ireland in 1809, and in Fredericksburgh, U. C., in 1822. Taught 30 years and ceased 1856.	Rev. W. McFadden; Rev. J. C. Slater; T. Moore, M. D., P. Gross, M. D.; Capt. D. Hutchinson; J. Ellis, Senior, A. Ham.
90	do ...	Commenced in Township of York in 1824, and taught with the exception of 5 years till 1853.	Rev. R. Burnet; W. L. Billings, M. D.; A. Wright, M. D; C. O. Counsell; R. Brown, J. P., P. Lawrence, J. P.; H. Beasley.
91	do ...	Commenced in Adolphustown, U. C., 1819. Taught 27 years and ceased 1850.	O. C. Wood, M. D.; A. McFane, J. P.; J. T. Lane, J. P.; Charles L. Wood.
92	do ...	Commenced in Cornwall, U. C., 1827. Taught continuously till August, 1855, when her defective eyesight obliged her to cease.	Rev. C. Poole; Rev. G. A. Hay; R. McDonald, M. D.; A. Blackwell, M. D.; A. McLean; J. Pringle; J. McDonald, J. P., &c.
93	do ...	Commenced in Ireland, 1814, and in U. C. 1842, and taught till November, 1855. Has been a teacher 43 years. Deafness and debility.	Rev. R. Rodgers; H. Yates, M. D.; J. W. Cooper, L. S.; R. V. Henderson; C. C. Johnson, L. S.; J. Strachan, L. S.; G. Rutledge, L. S., &c.
94	do ...	Commenced in Township of Lansdowne in 1824, and taught 30 years till 1854. Is afflicted with irreducible *hernia.*	Rev. R. Garrett; J. Fidler, M. D.; M. Cowen, J. P.; J. Sempter; J. Gibbs; D. Spence; D. Graham; D. Brown, &c.
95	do ...	Commenced in Ireland 1803, in U. C. 1837. Taught 16 years in Ireland, 16 in Lower Canada, 18 in Upper Canada, and is now quite worn out.	Rev. S. S. Strong, D. D.; Rev. D. Dandmand; J. B. Sewell, M. D.; J. Cox; J. Joynt; A. Workman; Hon. H. Pinhey; J. Egan, M. P.; John Supple, M. P.; and A. Yielding, M. P.

PART II.—Table O.—(*Continued.*) THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1857.	Years of teaching in U. C.	Subscriptions. £ s. d.	Pensions. £ s. d.
96	Walter Hick	Ch. England ...	England ...	Richmond .	Age & blindness	69	25	1 0 0	10 18 9
97	J. Higginbotham.	Ch. England ...	Ireland	Elmsley N.	Age & Infirmity	66	22	1 0 0	9 12 6
98	J. B. Hingston ...	Ch. England ...	Ireland	Trafalgar ...	Age & Infirmity	64	24	1 0 0	10 10 0
99	T. Jones	Ch. England ...	England ...	Sandwich ...	Age & Infirmity	63	24	1 0 0	10 10 0
100	W. H. King.....	Christian Disciple.	Ireland	Whitchurch	Age & Infirmity	73	19½	1 0 0	8 10 8
101	Wm. Leonard.....	Ch. England ...	Ireland	Innisfil	Age & Infirmity	72	13	1 0 0	5 13 9
102	R. McLeod	F. Presbyterian	Scotland ...	Charlottenburgh.	See Abstract ...	57	17	1 0 0	7 8 9
103	Thos. Mordue.....	Ch. England ...	England ...	Brantford...	Age & Infirmity	71	19	1 0 0	8 6 3
104	Samuel Peterson.	Episcopal Methodist.	U. Canada .	Elizabethtown.	See Abstract ...	52	17	1 0 0	7 8 9
105	Benj. Spillsbury...	Ch. England ...	England ...	Gosfield.....	Age & Infirmity	69	10½	1 0 0	2 12 6
106	R. Williams.....	Ch. England ...	Ireland	Lancaster...	Age & Infirmity	62	14½	1 0 0	6 6 10
107	Daniel Wing	W. Methodist ...	U. Canada .	Lansdowne	See Abstract ...	54	26	1 0 0	11 7 6
108	Wm. Taylor.....	Ch. England ...	U. Canada .	Mariposa ...	Age & Infirmity	71	31	1 0 0	13 11 3
109	Wm. Kane	Ch. England ...	Ireland	Etobicoke...	Age & Infirmity	75	36	1 0 0	15 15 0
110	Matt. Devereux ...	Ch. Scotland ...	Ireland	Charlottenburgh.	Age & Infirmity	60	23	1 0 0	10 1 3
111	Michael O'Kane...	Rom. Catholic...	Ireland	Winchester.	Age & Infirmity	65	20½	1 0 0	8 19 5
112	T. Q. Clendennan	Ch. England ...	U. Canada .	Louth	Chronic Bronchitis.	54	24	1 0 0	10 10 0
113	Neil McKinnon ...	F. Presbyterian	Scotland ...	Murray	Age & Infirmity	65	21	1 0 0	9 3 9
114	Alex. Jenkins	Ch. England ...	Ireland	Whitby.....	Age & Infirmity	63	18	1 0 0	7 17 6
115	Isab. Kennedy ...	Ch. Scotland ...	Scotland ...	Charlottenburgh.	See Abstract ...	55	22	1 0 0	9 12 6
116	Henry Livesley ...	Protestant	England ...	Woodhouse	Age & Infirmity	71	22	23 5 0	28 17 6
*117	William Millar ...	.....	L. Canada...	Leeds.....	Age & Infirmity	71½	7	... ...	... ...
118	Robert Beattie ...	Presbyterian ...	Scotland ...	Pelham	Age & Infirmity	62	20½	22 0 0	34 11 10
119	John L. Biggar ...	Ch. Scotland ...	Scotland ...	Brantford...	Age & Infirmity	65	25	26 10 0	42 3 9
120	William Corry	Ch. England ...	England ...	Derby	Age & Infirmity	67	17	18 10 0	28 13 9
121	Marianne Ederington.	Ch. England ...	Ireland	Goulbourn	See Abstract ...	46	20	21 0 0	30 0 0
122	Peter Fitzpatrick	Rom. Catholic...	Ireland	Douro	Age & Infirmity	65	23	24 0 0	34 10 0
123	James Guthrie ...	Presbyterian ...	Scotland ...	Darling.....	Age & Infirmity	66	14	15 0 0	21 0 0
†124	Matt. Handcock...	Ch. England ...	Ireland	Emily	Age & Infirmity	70	22	23 0 0	33 0 0
125	Woodus Johnson	Ch. England ...	England ...	Nepean	Age & Infirmity	64	19	20 0 0	28 10 0

* Not paid—has not complied with forms. † Died since.

COMMON SCHOOL TEACHERS. PART II.—Table O.—(*Continued.*)

No.	For the Year.	Abstract of Case.	Recommendatory Certificates signed by
96	1857 ...	Commenced in Fredericksburgh in 1830, and taught in U. C. ever since.	Rev. P. Shirley; T. Chamberlain, M. D.; J. Benson, J. P.; R. Esson. J. P.; L. Sharp, &c.
97	do ...	Commenced in Bathurst, U. C., 1832, and has taught 22 years in Bathurst, Elmsley and Sherbrooke.	Rev. J. B. Worrell; J. S. Nichol, M. D.; M. Harris; J. A. Murdoch; M. McCormick; A. Bain; M. Fisher; J. Bradford, &c.
98	do ...	Commenced in Trafalgar 1831. Taught in Trafalgar, Esquesing and Toronto 24 years. Is troubled with chronic rheumatism and liver complaint.	Rev. W. Willoughby; C. O. Counsell; J. Barnhart, M. D.; D. Fraser, L. S., &c.
99	do ...	Commenced in England 1815, and in Etobicoke, U. C., 1831. Ceased December, 1855.	Rev. T. Elliott; Rev. E. H. Dewar; A. R. Dewson, M. D.; C. Elliot; D. McArthur; G. Patterson, &c.
100	do ...	Commenced in Chinguacousy 1834, and has taught in the Counties of York, Peel and Simcoe 19½ years. Ceased 1853.	Rev. W. Willoughby; W. B. Geikie, M. D.; J. Barnhart, Jr., M. D.; A. Pass, M. D., &c.
101	do ...	Commenced in Ireland 1809. Taught in Lower Canada 9 years, and 13 years in U. C., in York, Ontario and Simcoe from 1843.	Rev. W. S. Darling; A. Pass, M. D.; F. S. Dillon, M. A.; Rev. J. Fletcher, L. S.; T. Drury; A. Gaviller, &c.
102	do ...	Commenced in Charlottenburgh 1831. Taught 17 years in Glengarry and Stormont. Ceased 1852. Constipation and lameness incapacitate him.	Rev. H. Urquhart; J. Grant, M. D.; A. Frazer; W. N. Frazer, L. S.; N. Eastman, L. S.; J. Pringle, &c.
103	do ...	Commenced in England 1813, and in Canada 1836. Taught in Brantford and Onondaga 19½ years, and ceased 1855.	Rev. A. A. Drummond; A. Digby, M. D.; W. Westlake; J. Watson; A. Misner; M. File, &c.
104	do ...	Commenced in Kitley 1829; taught 17 years and ceased 1853. Is afflicted with palsy.	Rev. F. Tremayne; Rev. J. W. German; Rev. D. Wilson; B. R. Church, M. D.; J. A. Brown, L.S., &c.
105	do ...	Commenced in L. C., 1818, and in U. C. 1845. Taught till 1855 in Gosfield, Raleigh and Tilbury East.	J. King, L. S.; G. Coatesworth, M.D.; T. Marlatt; J. Russell; J. P. Hughson; J. Rae; J. Simons, &c.
106	do ...	Commenced in Ireland 1820, and in U. C. 1837. Taught 14 years and ceased 1856. Suffering from asthma.	Rev. T. McPherson; A. Beaty, M. D.; L. McLennan; G. Cameron; J. Craig; P. Grant, &c.
107	do ...	Commenced in Bastard 1829, and taught continuously till 1855. Health much disordered.	H. P. Washburn, L. S.; T. Sheffield, J. P.; W. W. Howard, M. D.; T. Reynolds, M. D.; P. Schofield, M. D., &c.
108	do ...	Commenced in Township of Sidney 1824, and ceased 31st December, 1855.	James McPherson, J. P.: C. T. Noble, M. D.
109	do ...	Commenced in Township of Kingston 1819, and ceased in Saltfleet 1855.	Rev. T. Green; W. Gamble, J. P.; J. Thornburn, M. D.; J. G. Stevenson, J. P.; G. Cheyne, L.S.; Rev. J. Porteous. L. S.; D. Lewis, J. P., &c.
110	do ...	Commenced in Charlottenburgh 1832, and ceased Oct., 1855, having taught 23 years in Glengarry.	Rev. P. McVicar; J. Grant, M. D.; Angus McDonell, Supt.; James Pringle, et al.
111	do ...	Commenced in Ireland 1820, and in U.C. 1833, and taught in County of Glengarry till December, 1855, except two years.	Rev. W. Lochead; Rev. B. Coyle; J. Pringle; J. J. Kerr, L. S.; D. Æ. McDonell, &c.
112	do ...	Commenced in Louth, 1826, and ceased in Clinton 1850.	P. Gregory, L. S.; Rev. W. Hewson, L. S.; T. R. Graham, M. D.
113	do ...	Commenced in Township of Charlottenburgh, 1829, and previously in Scotland, 1811, where he taught 11 years. Has congestion of brain.	Rev. J. A. Thompson; E. W. Meyers, J. P.; S. Cooley, J. P.; W. H. Fox, J. P., &c.
114	do ...	Commenced in Gore of Toronto, 1838, ceased 31st Decr., 1855.	Rev. R. H. Thornton; W. T. Boate, L. S.; D. Coate, M. D.; G. W. Tempest, M. D.
115	do ...	Commenced in Scotland, 1820, and U.C 1833, and taught No. 9, Charlottenburgh, 22 years, ceased 9th December, 1855. Incapacitated by rheumatism. debility, &c.	Rev. F. McPherson; Rev. J. McLaurin; Rev. D. Clarke; Hon. J. S. McDonald, M. P., &c.
116	½1856-57	Commenced in Raleigh, 1834, and taught till 22nd Sept., 1856, ceased at Rainham.	Rev. A. Ferrier, D. D.; J. B. Culver, M. D.; Judge Salmon, Sheriff Rapelje.
117	1857 ...	Commenced in Quebec, 1808, and taught till 1833. Commenced in Osnabruck, 1851, and has taught 7 years in U. C., Leeds and Grenville.	Rev. W. Smart: Rev. C. Turner; T. G. Dowsley, M. D.; R. McCrum, M. D.; Jeffrey Hale, &c.
118	½1856-57	Commenced in Scotland, 1831, and in Queenston, U. C., 1833, and taught in Niagara District 20½ years.	Rev. J. B. Mowat, Supt.; David Thornburn; D. D'Everardo; J. McKinlay.
119	1857 ...	Commenced in Township of London, C. W., 1825, and taught in Counties Middlesex, Elgin, Brant and Haldimand 25 years.	Rev. E. R. Stimson; Rev. G. Goodson; Rev. E. Greig; J. Skinner, M. D., A. Crooks, J. P.; H. Phelps, J. P.; A. R. Smith. J. P.; H. Biggar, M. P., &c.
120	do ...	Commenced in L. C., 1817, and in U. C., Township of Toronto, 1835. Taught in York, Ontario and Peel 17 years.	Rev. J. Porteous; Allan Cameron, M. D.; C. Ayling, M. D.
121	do ...	Commenced in Nepean, 1836, and taught in Carleton and Grenville 20 years till 17th Dec., 1856. Nervous debility, dyspepsia and asthma oblige her to desist.	Rev. C. B. Pettit, Supt.; Rev. J. Flood; Rev. E. Morris; F. Codd, M. D.; D. Chambers, M. D.; Judge Armstrong; Jos. Hinton, Warden, &c.
122	do ...	Commenced in Ireland, 1810, and Brockville, U. C., 1832. Taught in Brockville, Cavan, Peterboro' and Dummer, till 30th Dec., 1856, besides 22 years previously in Ireland.	T. Reynolds, M. D.; S. Reynolds, J. P.; W. Eastland, J. P.; M. Lavell, M. D.; T. Bradburn; John Kennedy, J. P.
123	do ...	Commenced in Darling, 1843, and taught 2 schools in that township only.	Rev. T. Frazer; A. Munro, M. D.; J. Murdoch, Supt.; D. H. Mann; H. Mair; P. Guthrie, Reeve, W. Scott, J. P.
124	do ...	Commenced in Township of Emily, 1835, and taught in Cavan, Emily and Manvers, till 31st Dec., 1856. Formerly lieutenant in H. M. 89th Regt. Carried the	Rev. W. Logan; Rev. R. Harding; Rev. E. Burnham; M. Howes, M. D.; J. Irons, M. D.; W. Cottingham, Warden, &c.
125	do ...	King's colors at the battle of Lundy's Lane.	
		Commenced in L. C., 1833, and in U. C., 1837. Taught in Nepean, March, Gloucester and Goulbourn, 19 years.	Rev. J. Flood; Rev. J. Godfrey; H. Hill, M. D.; F. W. Richardson, J. P., &c.

PART II.—Table O.—(*Continued.*) THE SUPERANNUATED OR WORN-OUT

No.	Name.	Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1857.	Years of teaching in U. C.	Subscriptions. £ s. d.	Pensions. £ s. d.
126	James Kehoe	Rom. Catholic...	Ireland	Crosby N....	See Abstract	55	19	20 10 0	42 1 3
127	William Leahy ...	Rom. Catholic...	Ireland	Douro	Age & Infirmity	68	12	13 0 0	18 0 0
128	James McQueen...	Presbyterian ...	Scotland ...	Nichol	See Abstract ...	50	22½	23 6 8	28 2 6
129	John Miskelly ...	Ch. England ...	Ireland	Wolford ...	Age & Infirmity	59	12½	13 15 0	16 8 1
130	Wm. McIver	Rom. Catholic...	Ireland	Whitchurch	Age & Infirmity	68	16	17 10 0	27 0 0
131	Patrick Wood.....	Ch. England ...	Ireland	Smith	Age & Infirmity	66	16	17 10 0	27 0 0
132	Nicholas Fagan...	Ch. England ...	Ireland	Marysburgh	Age & Infirmity	63	13	14 10 0	21 18 9
133	Dead.								
134	James McCabe ...	Rom. Catholic...	Ireland	Thurlow ...	Age & Infirmity	71	33	33 15 0	37 2 6
135	Andrew Power ...	Rom. Catholic...	Ireland	Whitchurch	See Abstract ...	39	17	18 0 0	25 10 0
136	James Ramsay ...	Congregationalist.	U. Canada...	Blenheim ...	See Abstract	52	17	18 10 0	28 13 9
137	Catherine Snyder.	Episcopalian ...	U. Canada...	Osnabruck .	See Abstract	48	18	19 0 0	27 0 0
								£521 1 8	1027 15 11

GENERAL

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS HAVE MADE APPLICATION.

13	in	Glengarry.	2	in	Peel.
7	"	Stormont.	3	"	Simcoe.
4	"	Dundas.	3	"	Wentworth.
4	"	Prescott.	1	"	Halton.
5	"	Carleton.	2	"	Brant.
9	"	Grenville.	2	"	Lincoln.
10	"	Leeds.	3	"	Welland.
13	"	Lanark.	1	"	Norfolk.
2	"	Renfrew.	1	"	Oxford.
3	"	Frontenac.	3	"	Wellington.
3	"	Addington.	1	"	Grey.
1	"	Lennox.	3	"	Huron.
3	"	Prince Edward.	3	"	Middlesex.
2	"	Hastings.	2	"	Elgin.
4	"	Northumberland.	4	"	Kent.
5	"	Peterboro'.	3	"	Essex.
4	"	Victoria.			
2	"	Ontario.	137		
6	"	York.			

COMMON SCHOOL TEACHERS. PART II.—(*Continued.*)

No.	For the Year.	Abstract of case.	Certificates signed by
126	½1856-57	Commenced in Ireland, 1825, and in U. C., 1835. Taught in Leeds, Grenville and Frontenac, 19 years. Disease of the eye incapacitates him.	Rev. J. P. Foley; W. W. Howard, M. D.; Benj. Tett, J. P.; W. Whelan, J. P.; Jos. M. Taggart, J. P.; Wm. Taylor.
127	1857 ...	Commenced in Township of Huntingdon, 1844, and taught in Counties of Hastings and Peterborough till 31st Dec., 1856.	Rev. R. McKay; Amos McCrea, M. D; W. L. Conger, M. P.; Jas. Hogan, Reeve; T. Short, &c.
128	½ 1857 ½	Commenced in Trafalgar, 1834. Taught there 1½ years, and S. S. No. 1, Nichol 21 years. Disease of the heart, &c., incapacitates him.	Rev. G. Smillie; W. Mutch. M. D.; J. Finlayson, M. D.; J. Cadenhead, Supt.; A. D. Fordyce, Supt.; A. D. Ferrier. J. P.
129	½1856-57	Commenced in Ireland, 1817, and in Township of Wolford, 1841. Taught in Wolford, Elizabethtown and Augusta, 12½ years.	Rev. R. Brewster; R. Waugh, Supt.; B. R. Church, M. D.
130	½1856-57	Commenced in Ireland, 1809, and in County of Prescott, 1834. Taught in Counties of Prescott, Grenville and York, 16 years.	Rev. A. Andrews; Rev. J. Hammett; A. C. Lloyd, M. D.
131	do ...	Commenced in 1816, and in U. C. Township of Smith, 1830, and has taught in that township 16 years.	Rev. Mark Burnham; Asa A. Burnham; Walter Sheridan; E. Roberts, Supt.; Dr. Lavell.
132	do ...	Commenced in Ireland, 1836, and in U. C. 1839. Taught in County of Prince Edward till 6th April, 1852.	D B. Stevenson, M. P.; H. Vandusen, J. P.; T. Wellbanks, J. P.; T. Moore, M. D.
134	½ 1857...	Commenced in 1812, and in U. C. 1821. Taught in Counties of Hastings, &c., for 33 years.	Rev. J. Grier; Rev. W. Greig; F. McAnnany; H. Hope, M. D.; C. Ridley, M. D.
135	1857 ...	Commenced in Ireland, 1834, and in Whitchurch, U. C., 1840. Taught till 31st Dec., 1856, in same township.	Rev. S. F. Ramsey; Jos. Hartman, M. P.; T. Pyne, M. D.
136	½1856-57	Commenced in Township of Stamford, 1830, and taught in Welland, Oxford and Brant 17 years. Constitution entirely broken up.	Rev. David Caw: L. McCosh, M. D., &c.
137	1857 ...	Commenced in Township of Osnabruck, 1838. Taught there and in Cornwall till 24th Dec., 1856. Palpitation of the heart incapacitates her.	Rev. Matthew Ker; W. H. Wagner, M. D.; Henry Shaver, J. P.

ABSTRACT.

RELIGIOUS DENOMINATIONS.		NATIVES OF	
Church of England	45	Ireland	62
Presbyterian	26	Scotland	44
Church of Rome	18	England	13
Church of Scotland	16	Upper Canada	11
Methodist	12	United States	4
Baptist	4	Lower Canada	3
Congregationalist	3		137
Protestant	2		
Universalist	1		
Society of Friends	1		
Christian Disciple	1	Total subscriptions in 1857	£ 521 1 8
Second Advent	1	Total pensions paid in 1857	£1627 15 11
Not given	7		
	137		

The average length of service as Common School Teachers in Upper Canada is 22 years.
The average age of each pensioner is 66 years.
There are 131 Males, and 6 Females.

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT, TOGETHER

	THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID						
		For Common School Purposes.	For Grammar School Purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1857.
	Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Glengarry	639 18 6	100 0 0	.....	.....	21 10 0	103 6 2	864 14 8
2	Stormont	407 14 0	.....	.....	.....	5 10 0	42 16 11	456 0 11
3	Dundas	435 18 2	100 0 0	.....	15 0 0	.....	22 3 2	573 1 4
4	Prescott	378 15 9	159 10 0	.....	7 10 0	16 10 0	29 5 4	591 11 1
5	Russell	117 14 5	.....	6 10 11	.....	.....	.....	124 5 4
6	Carleton	755 11 11	70 0 0	58 0 0	20 0 0	5 10 0	31 13 9	940 15 8
7	Grenville	557 18 7	.....	12 10 0	.....	.....	70 9 3	640 17 10
8	Leeds	864 4 0	35 0 0	26 13 9	.....	5 10 0	72 8 9	1003 16 6
9	Lanark	716 6 0	80 0 0	55 17 2	31 5 0	27 10 0	93 16 11	1004 15 1
10	Renfrew	305 2 0	.....	.....	70 0 0	5 10 0	17 13 9	398 5 9
11	Frontenac	562 17 4	.....	14 10 8	.....	16 0 0	21 10 1	614 18 1
12	Addington	436 17 2	160 0 0	.....	.....	21 15 0	30 9 4	649 1 6
13	Lennox	194 2 0	.....	.....	.....	5 10 0	9 18 9	209 10 9
14	Prince Edward	493 16 0	70 0 0	.....	.....	27 0 0	30 7 6	621 3 6
15	Hastings	851 9 8	.....	153 5 0	25 0 0	11 0 0	16 7 6	1057 2 2
16	Northumberland	817 4 0	104 0 0	52 0 0	.....	.....	38 17 6	1012 1 6
17	Durham	788 4 0	.....	13 2 6	.....	42 0 0	.....	843 6 6
18	Peterborough	443 4 0	50 0 0	268 8 1	.....	5 10 0	39 6 3	806 8 4
19	Victoria	413 7 6	50 0 0	.....	.....	.....	42 0 0	505 7 6
20	Ontario	839 16 0	.....	20 0 0	.....	16 10 0	6 17 6	883 3 6
21	York	1549 5 1	240 0 0	27 8 0	7 10 0	94 0 0	53 13 10	1971 16 11
22	Peel	677 15 0	95 0 0	.....	.....	22 0 0	15 5 7	810 0 7
23	Simcoe	868 15 4	25 0 0	17 0 0	5 0 0	.....	20 3 9	935 19 1
24	Halton	546 18 0	200 0 0	.....	.....	11 0 0	9 10 0	767 8 0
25	Wentworth	665 6 0	101 5 0	10 0 0	.....	25 10 0	12 2 6	814 3 6
26	Brant	492 10 0	50 0 0	.....	.....	32 5 0	23 0 0	597 15 0
27	Lincoln	501 17 1	82 0 0	100 0 0	.....	16 10 0	25 2 6	725 9 7
28	Welland	490 16 0	75 0 0	12 10 0	5 0 0	51 5 0	20 15 7	655 6 7
29	Haldimand	545 13 8	.....	106 0 3	.....	20 0 0	.....	671 13 11
30	Norfolk	653 8 8	80 0 0	.....	.....	16 10 0	5 12 6	754 11 2
31	Oxford	912 12 0	.....	125 0 0	.....	43 10 0	10 3 9	1091 5 9
32	Waterloo	821 14 9	.....	77 2 2	.....	5 10 0	.....	904 6 11
33	Wellington	819 12 2	100 0 0	45 11 10	7 10 0	38 10 0	11 3 4	1022 7 4
34	Grey	451 18 0	.....	19 12 3	15 0 0	10 15 0	10 3 9	487 9 0
35	Perth	643 2 5	.....	6 5 0	.....	5 10 0	.....	654 17 5
36	Huron	772 10 0	.....	265 14 0	40 0 0	5 10 0	20 12 6	1104 6 6
37	Bruce	291 8 3	.....	12 10 0	.....	.....	.....	303 18 3
38	Middlesex	1066 9 8	.....	32 10 0	6 5 0	40 15 0	32 8 9	1178 8 5
39	Elgin	704 6 0	.....	7 2 11	.....	38 10 0	15 18 9	765 17 8
40	Kent	541 3 7	.....	138 0 0	.....	15 10 0	38 0 0	732 13 7
41	Lambton	443 8 0	.....	80 0 0	.....	5 10 0	.....	528 18 0
42	Essex	489 8 0	.....	.....	25 0 0	10 15 0	11 2 6	536 5 6

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

	AMOUNT RAISED FROM LOCAL SOURCES.						TOTAL.
	AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources 1857.	Grand total from Legislative and local sources, 1857.
	For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	580 12 0	.....	.....	580 12 0	2224 18 11	2805 10 11	3670 5 7
2	424 5 0	.....	20 0 0	444 5 0	1215 3 0	1659 8 0	2115 8 11
3	455 2 0	.....	12 0 0	467 2 0	2249 14 2	2716 16 2	3289 17 6
4	500 3 7	.....	.....	500 3 7	1078 16 11	1579 0 6	2170 11 7
5	150 0 0	6 10 11	.....	156 10 11	333 19 8	490 10 7	614 15 11
6	729 6 10	58 0 0	20 0 0	807 6 10	3714 0 1	4521 6 11	5462 2 7
7	583 0 0	12 10 0	....	595 10 0	2234 1 11	2829 11 11	3470 9 9
8	846 10 0	26 13 9	32 0 0	905 3 9	4614 18 5	5520 2 2	6523 18 8
9	715 13 2	55 17 2	52 0 0	823 10 4	4048 0 3	4871 10 7	5876 5 8
10	298 8 5	.....	4 0 0	302 8 5	2329 2 4	2631 10 9	3029 16 6
11	717 4 0	14 10 8	4 0 0	735 14 8	2453 1 11	3188 16 7	3803 14 8
12	490 0 0	.....	4 0 0	494 0 0	2144 0 5	2638 0 5	3287 1 11
13	280 0 0	.....	.....	280 0 0	1258 12 4	1538 12 4	1748 3 1
14	590 0 0	.....	16 0 0	606 0 0	3347 15 6	3953 15 6	4574 19 0
15	835 13 0	153 5 0	12 0 0	1000 18 0	5606 10 11	6607 8 11	7664 11 1
16	817 4 0	52 0 0	.....	869 4 0	7280 10 8	8149 14 8	9161 16 2
17	788 2 11	13 2 6	8 0 0	809 5 5	7209 14 4	8018 19 9	8862 6 3
18	523 2 0	268 8 1	4 0 0	795 10 1	3439 9 7	4234 19 8	5041 8 0
19	419 14 0	.....	20 0 0	439 14 0	3552 1 4	3991 15 4	4497 2 10
20	839 16 0	20 0 0	.....	859 16 0	7044 19 8	7904 15 8	8787 19 2
21	1479 3 0	27 8 0	48 0 0	1554 11 0	13488 2 5	15042 13 5	17014 10 4
22	677 15 0	.....	24 0 0	701 15 0	6058 1 3	6759 16 3	7569 16 10
23	838 14 10	17 0 0	16 0 0	861 14 10	7420 5 4	8282 0 2	9217 19 2
24	434 13 5	.....	8 0 0	442 13 5	4851 5 11	5293 19 4	6061 7 4
25	665 6 0	10 0 0	20 0 0	695 6 0	5890 17 1	6576 3 1	7390 6 7
26	486 12 0	.....	4 0 0	490 12 0	5041 1 0	5531 13 0	6129 8 0
27	600 0 0	100 0 0	16 0 0	716 0 0	4846 16 3	5062 16 3	5788 5 10
28	1075 8 1	12 10 0	.....	1087 18 1	5930 13 1	7018 11 2	7673 17 9
29	649 0 0	106 0 3	.....	755 0 3	5372 10 4	6127 10 7	6799 4 6
30	655 0 0	.....	8 0 0	663 0 0	4649 18 0	5312 18 0	6067 9 2
31	1000 0 5	125 0 0	4 0 0	1129 0 5	9453 5 5	10561 5 10	11658 11 7
32	803 6 0	77 2 2	.....	880 8 2	7396 14 11	8279 3 1	9183 10 0
33	998 5 2	45 11 10	33 1 8	1076 18 8	6966 19 4	8043 18 0	9066 5 4
34	651 5 0	19 12 3	12 0 0	682 17 3	4155 17 4	4838 14 7	5396 3 7
35	631 8 0	6 5 0	4 0 0	641 13 0	4282 9 5	4924 2 5	5578 19 10
36	766 6 0	265 14 0	8 0 0	1040 0 0	6148 9 7	7188 9 7	8292 16 1
37	339 1 8	12 10 0	.....	351 11 8	2949 13 7	3301 5 3	3605 3 6
38	1127 16 0	33 10 0	4 0 0	1164 6 0	8648 12 7	9812 18 7	10991 7 0
39	705 0 0	7 2 11	.....	712 2 11	8543 11 1	9255 14 0	10021 11 8
40	524 0 8	138 0 0	.....	662 0 8	2088 14 4	2750 15 0	3483 8 7
41	573 5 0	80 0 0	.....	653 5 0	3112 8 2	3764 13 2	4293 11 2
42	629 12 10	.....	16 0 0	645 12 10	2796 9 1	3442 1 11	3978 7 5

Part II.—Table P.—(*Continued.*) **The Grammar and Common**

Distribution of the Legislative School Grants by the Educational Department, together

	The Municipalities of Upper Canada.	Amount of Legislative Aid. For Common School purposes.	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1857.
	Cities.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Toronto	1640 8 0	240 0 0	150 0 0	.....	112 10 0	.....	2142 18 0
2	Hamilton	608 15 3	140 0 0	25 0 0	.....	5 5 0	9 10 0	788 10 3
3	Kingston	552 16 8	150 0 0	.....	.....	5 10 0	.....	708 6 8
4	London	360 0 0	280 0 0	.....	.....	26 5 0	.....	666 5 0
5	Ottawa	675 19 6	170 0 0	.....	.....	11 0 0	.....	856 19 6
	Total	3837 19 5	980 0 0	175 0 0	.....	160 10 0	9 10 0	5162 19 5
	Towns.							
1	Belleville	255 13 0	200 0 0	.....	.....	.....	.....	455 13 0
2	Brantford	136 10 6	104 0 0	.....	.....	5 10 0	.....	246 0 6
3	Brockville	138 2 1	160 0 0	.....	.....	.....	23 7 6	321 9 7
4	Chatham	97 16 2	180 0 0	.....	.....	.....	.....	277 16 2
5	Cobourg	96 2 0	120 0 0	.....	.....	.....	.....	216 2 0
6	Cornwall	47 12 0	150 0 0	.....	.....	.....	10 16 3	208 8 3
7	Dundas	92 8 0	70 0 0	.....	.....	5 10 0	.....	167 18 0
8	Galt	69 6 0	140 0 0	.....	.....	5 10 0	.....	214 16 0
9	Goderich	70 0 0	180 0 0	.....	.....	.....	.....	250 0 0
10	Guelph	125 2 3	150 0 0	.....	.....	5 10 0	.....	280 12 3
11	Niagara	116 9 6	100 0 0	.....	.....	5 10 0	.....	221 19 6
12	Owen Sound	35 10 0	87 0 0	.....	.....	.....	.....	122 10 0
13	Paris	61 6 0	75 0 0	.....	.....	.....	.....	136 6 0
14	Perth	67 7 6	140 0 0	.....	.....	.....	8 12 6	216 0 0
15	Peterborough	115 4 5	100 0 0	.....	.....	.....	.....	215 4 5
16	Picton	57 11 4	100 0 0	.....	.....	.....	.....	157 11 4
17	Port Hope	110 0 0	100 0 0	.....	.....	.....	.....	210 0 0
18	Prescott	119 17 8	67 0 0	.....	.....	.....	.....	186 17 8
19	Sarnia	25 0 0	125 0 0	.....	.....	.....	.....	150 0 0
20	St. Catherines	215 15 3	50 0 0	.....	.....	.....	.....	265 15 3
21	Whitby	50 16 0	160 0 0	.....	.....	5 10 0	.....	216 6 0
	Total	2103 9 8	2558 0 0	.....	.....	33 0 0	42 16 3	4737 5 11
	Town Municipalities.							
1	Amherstburgh	98 14 2	.....	.....	.....	.....	.....	98 14 2
2	Barrie	68 15 3	160 0 0	.....	.....	.....	.....	228 15 3
3	Clifton	19 4 9	.....	.....	.....	.....	.....	19 4 9
4	Simcoe	52 0 0	124 0 9	.....	.....	.....	.....	176 0 0
5	Woodstock	72 0 0	180 0 0	.....	.....	.....	.....	252 0 0
	Total	310 14 2	464 0 0	.....	.....	.....	.....	774 14 2

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

	AMOUNT RAISED FROM LOCAL SOURCES.						Grand total from Legislative and local sources, 1857.
	AS AN EQUIVALENT.				Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources 1857.	
	For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	6000 0 0	150 0 0	.....	6150 0 0	3576 7 3	9726 7 3	11869 5 3
2	4450 0 0	25 0 0	.....	4475 0 0	3223 2 6	7698 2 6	8486 12 9
3	1057 0 0	.....	.....	1057 0 0	706 10 7	1763 10 7	2471 17 3
4	2500 0 0	.....	12 0 0	2512 0 0	1392 3 5	3904 3 5	4370 8 5
5	1300 0 0	.....	.....	1300 0 0	1278 2 10	2578 2 10	3435 2 4
	15307 0 0	175 0 0	12 0 0	15494 0 0	10176 6 7	25670 6 7	30833 6 0
1	200 0 0	.....	.....	200 0 0	1201 9 9	1401 9 9	1857 2 9
2	337 9 2	.....	.....	337 9 2	3285 19 6	3623 8 8	3869 9 2
3	651 0 0	.....	4 0 0	655 0 0	391 12 0	1046 12 0	1368 1 7
4	578 0 0	.....	.....	578 0 0	534 17 1	1112 17 1	1390 13 3
5	360 0 0	.....	12 0 0	372 0 0	324 5 4	696 5 4	912 7 4
6	312 0 0	.....	16 0 0	328 0 0	472 14 6	800 14 6	1009 2 9
7	369 1 10	.....	.....	369 1 10	717 5 5	1086 7 3	1254 5 3
8	1117 0 0	.....	.....	1117 0 0	2984 2 9	4101 2 9	4315 18 9
9	1800 0 0	.....	.....	1800 0 0	470 12 0	2270 12 0	2520 12 0
10	700 0 0	.....	.....	700 0 0	510 13 2	1210 13 2	1491 5 5
11	202 4 4	.....	.....	202 4 4	326 4 2	528 8 6	750 8 0
12	48 2 0	.....	.....	48 2 0	1142 7 5	1190 9 5	1312 19 5
13	668 5 0	.....	.....	668 5 0	2771 15 2	3440 0 2	3576 6 2
14	522 0 0	.....	4 0 0	526 0 0	1038 14 8	1564 14 8	1780 14 8
15	362 1 1	.....	.....	362 1 1	321 16 1	683 17 2	899 1 7
16	200 0 0	.....	4 0 0	204 0 0	1538 3 5	1742 3 5	1899 14 9
17	393 18 6	.....	.....	393 18 6	716 14 6	1110 13 0	1320 13 0
18	335 0 0	.....	16 0 0	351 0 0	805 15 2	1156 15 2	1343 12 10
19	250 0 0	.....	.....	250 0 0	277 8 7	527 8 7	677 8 7
20	885 0 0	.....	16 0 0	901 0 0	2429 5 0	3330 5 0	3596 0 3
21	600 0 0	.....	.....	600 0 0	528 1 1	1128 1 1	1744 7 1
	10891 1 11	.....	72 0 0	10963 1 11	22789 16 9	33752 18 8	938490 4 7
1	175 0 0	.....	.....	175 0 0	79 19 2	254 19 2	353 13 4
2	160 0 0	.....	.....	160 0 0	188 0 0	348 0 0	576 15 3
3	125 0 0	.....	.....	125 0 0	958 19 5	1083 19 5	1103 4 2
4	570 0 0	.....	.....	570 0 0	168 9 6	738 9 6	914 9 6
5	375 0 0	.....	.....	375 0 0	522 3 8	897 3 8	1149 3 8
	1405 0 0	.....	.....	1405 0 0	1917 11 9	3322 11 9	4097 5 11

PART II—Table P.—*(Continued.)* THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANTS BY THE EDUCATIONAL DEPARTMENT, TOGETHER

	THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID. For Common School purposes.	For Grammar School purposes.	For Public School Libraries.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1857.
	Incorporated Villages.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	d s. d.	£ s. d.
1	Berlin	36 16 0	80 0 0	.....	.....	.....	.....	116 16 0
2	Bowmanville	55 0 0	76 0 0	.....	.....	.....	.....	131 0 0
3	Brampton	28 16 0	95 0 0	.....	.....	.....	.....	123 16 0
4	Caledonia	26 4 0	100 0 0	.....	.....	.....	.....	126 4 0
5	Chippewa	34 6 0	.....	.....	.....	.....	.....	34 6 0
6	Elora	.....	.....	60 5 0	.....	.....	.....	60 5 0
7	Ingersoll	50 0 0	100 0 0	.....	.....	.....	.....	150 0 0
8	Kemptville	49 1 9	55 0 0	.....	.....	.....	.....	104 1 9
9	Napanee	36 12 0	80 0 0	.....	.....	.....	.....	116 12 0
10	Newcastle	31 6 0	.....	.....	.....	.....	.....	31 6 0
11	Oshawa	32 0 0	50 0 0	.....	.....	.....	.....	82 0 0
12	Preston	34 15 4	.....	.....	.....	.....	.....	34 15 4
13	St. Marys	33 8 0	.....	.....	.....	.....	.....	33 8 0
14	St. Thomas	43 2 0	100 0 0	.....	.....	.....	.....	143 2 0
15	Smith's Falls	27 12 0	40 0 0	26 12 9	.....	.....	.....	94 4 9
16	Stratford	42 18 0	150 0 0	.....	.....	.....	.....	192 18 0
17	Thorold	59 4 4	.....	.....	.....	.....	.....	59 4 4
18	Trenton	36 0 0	.....	.....	.....	.....	.....	36 0 0
19	Windsor	27 2 0	.....	.....	.....	.....	.....	27 2 0
20	Vienna	32 8 0	87 10 0	.....	.....	.....	.....	119 18 0
21	Yorkville	35 0 0	.....	.....	.....	5 10 0	.....	40 10 0
	Total	750 11 5	1013 10 0	86 17 9	.....	5 10 0	.....	1856 9 2
1	Counties	25948 13 8	2026 15 0	1763 4 6	230 0 0	742 0 0	1054 8 0	31815 6 2
2	Cities	3337 19 5	990 0 0	175 0 0	.....	160 10 0	9 10 0	5162 19 5
3	Towns	2103 9 8	2558 0 0	.....	.....	33 0 0	42 16 3	4737 5 11
4	Municipalities	310 14 2	464 0 0	.....	.....	.....	.....	774 14 2
5	Villages	750 11 5	1013 10 0	86 17 9	.....	5 10 0	.....	1856 9 2
						For salaries and contingencies of Normal and Model Schools 3314 13 2		3314 13 2
1	Grand Total 1857	32951 13 4	7043 5 0	2025 2 3	230 0 0	4255 13 2	1106 14 3	47661 8 0
2	Total 1856	29869. 1 0	6661 0 0	920 5 4	257 10 0	3647 18 2	1592 10 0	42948 4 6
1	Increase	3082 12 4	381 5 0	1104 16 11	22 10 0	607 15 0	.....	4713 3 6
2	Decrease	.....	.....	.....	.....	.....	485 15 9	.....

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

	AMOUNT RAISED FROM LOCAL SOURCES. AS AN EQUIVALENT. For Common School purposes.	For Public School Libraries.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.	Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources 1857.	Grand total from Legislative and local sources, 1857.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	495 14 0	.....	.....	495 14 0	133 14 9	628 8 9	745 4 9
2	200 0 0	.....	.....	200 0 0	1650 1 4	1850 1 4	1981 1 4
3	300 0 0	.....	.....	300 0 0	244 8 3	544 8 3	668 4 3
4	302 2 4	.....	4 0 0	306 2 4	237 4 11	543 7 3	669 11 3
5	340 0 0	.....	.....	340 0 0	107 13 7	447 13 7	481 19 7
6	.....	60 5 0	.....	60 5 0	.....	60 5 0	120 10 0
7	225 0 0	.....	.....	225 0 0	591 14 1	816 14 1	966 14 1
8	225 7 6	.....	.....	225 7 6	185 18 11	411 6 5	515 8 2
9	192 6 4	.....	.....	192 6 4	194 19 0	387 5 4	503 17 4
10	31 6 0	.....	.....	31 6 0	121 5 10	152 11 10	183 17 10
11	78 7 0	.....	.....	78 7 0	259 12 3	337 19 3	419 19 3
12	387 18 6	.....	.....	387 18 6	44 9 9	432 8 3	467 3 7
13	1528 18 6	.....	.....	1528 18 6	29 19 5	1558 17 11	1591 5 11
14	370 10 0	.....	.....	370 10 0	1296 11 2	1666 1 2	1809 3 2
15	170 0 0	26 12 9	.....	196 12 9	234 1 2	430 13 11	524 18 8
16	545 18 0	.....	.....	545 18 0	278 18 0	824 16 0	1017 14 0
17	150 0 0	.....	.....	150 0 0	817 5 7	967 5 7	1026 9 11
18	224 16 9	.....	.....	224 16 9	416 5 11	641 2 8	677 2 8
19	404 3 8	.....	.....	404 3 8	119 15 7	523 19 3	551 1 3
20	93 0 0	.....	.....	93 0 0	213 1 4	306 1 4	425 19 4
21	201 14 6	.....	.....	201 14 6	2174 10 5	2376 4 11	2416 14 11
	6467 3 1	86 17 9	4 0 0	6558 0 10	9349 11 3	15907 12 1	17764 1 3
1	27883 16 0	1763 4 6	433 1 8	30080 2 2	196943 7 10	227023 10 0	258838 16 2
2	15307 0 0	175 0 0	12 0 0	15494 0 0	10176 6 7	25670 6 7	30833 6 0
3	10891 1 11	.....	72 0 0	10963 1 11	27789 16 9	33752 18 8	38490 4 7
4	1405 0 0	.....	.....	1405 0 0	1917 11 9	3322 11 9	4097 5 11
5	6467 3 1	86 17 9	4 0 0	6558 0 10	9349 11 3	15907 12 1	17764 1 3
			Received in cash		Model School Fees, &c.		
			127 0 0	127 0 0	597 2 2	724 2 2	4038 15 4
1	61954 1 0	2025 2 3	648 1 8	64627 4 11	241773 16 4	306401 1 3	354062 9 3
2	54526 15 9	920 5 4	1069 5 0	56516 6 1	216708 19 2	273225 5 3	316173 9 9
1	7427 5 3	1104 16 11	.....	8110 18 10	25064 17 2	33075 16 0	37888 19 6
2	.....	.....	421 4 8	.....	.....	.....	.....

Part II.—Table Q. **Educational Summary**

	MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS. No. of Common Schools	No. of Common School pupils.	Amount expended for Common School purposes during 1857. £ s. d.
	Counties.			
1	Glengarry	75	3890	3339 6 2
2	Stormont	68	4048	2411 9 6
3	Dundas	69	4293	2974 2 10
4	Prescott	55	2784	1827 0 7
5	Russell	18	673	611 17 10
6	Carleton	96	5640	4672 5 10
7	Grenville	85	5526	4484 19 3
8	Leeds	145	8541	7206 11 6
9	Lanark	115	6002	6967 2 9
10	Renfrew	52	2660	2961 0 3
11	Frontenac	83	4597	3621 1 3
12	Addington	70	4299	2824 4 0
13	Lennox	43	2300	1890 18 4
14	Prince Edward	88	5160	6028 14 9
15	Hastings	147	8804	9164 10 11
16	Northumberland	122	8524	9458 6 11
17	Durham	102	8182	11375 1 11
18	Peterborough	54	4312	4805 10 8
19	Victoria	60	4022	4172 7 7
20	Ontario	109	9558	9779 0 9
21	York	135	12303	18200 19 11
22	Peel	80	6271	7487 19 7
23	Simcoe	126	7892	9298 3 5
24	Wentworth	73	7122	7040 10 0
25	Halton	55	4633	5533 0 9
26	Brant	71	6461	11947 2 1
27	Lincoln	77	5375	8006 16 8
28	Welland	89	5800	8618 10 6
29	Haldimand	90	5847	7000 4 7
30	Norfolk	108	6684	5668 0 8
31	Oxford	122	10203	12398 5 8
32	Waterloo	90	8907	13214 7 6
33	Wellington	101	8925	9552 17 5
34	Grey	86	5141	6152 6 1
35	Perth	68	6051	7524 19 1
36	Huron	95	7927	8175 14 4
37	Bruce	49	2578	3437 8 1
38	Middlesex	163	9682	10792 16 1
39	Elgin	110	7639	10292 14 3
40	Kent	84	5703	4192 11 2
41	Lambton	83	4394	3429 19 9
42	Essex	60	4073	4586 15 5
	Cities.			
1	Toronto	14	6584	8589 6 10
2	Hamilton	10	4702	5219 13 4
3	Kingston	15	2317	1633 16 0
4	London	4	2737	2426 8 5
5	Ottawa	17	1966	2042 1 8
	[*Towns and Villages are included in their respective Counties.*]			
	Grand Total for 1857	3731	272637	303039 10 10
	Grand Total for 1856	3472	251145	269527 10 9
	Increase	259	21492	33512 0 1
	Decrease			

FOR THE YEAR 1857. PART II.—Table Q.

	GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for	GRAND TOTAL.		
	No. of Grammar Schools.	No. of Grammar School pupils.	Amount expended for Grammar School purposes during 1857.	No. of other Educational Institutions.	No. of their pupils.	Amount received by other Educational Institutions during 1857.	Superannuated Teachers, Libraries, Normal School Students, and Poor Schools.	Total No. of Educational Institutions.	Total No. of pupils attending them.	Total Amount expended for Educational purposes during 1857.
			£ s. d.			£ s. d.	£ s. d.			£ s. d.
1	1	41	136 13 4	2	25	18 0 0	124 16 2	78	3956	3618 15 8
2	1	42	495 19 9	3	100	... ...	59 3 2	72	4190	2966 12 5
3	1	60	258 1 1	1	13	26 0 0	37 3 2	71	4366	3295 7 1
4	2	115	163 9 4	1	12	... ...	53 5 4	58	2911	2044 4 3
5	...	...	... ...	...	...	... ...	13 1 10	18	673	624 19 8
6	1	137	140 0 0	...	...	... ...	173 3 9	97	5777	4985 9 7
7	2	176	427 8 9	2	38	75 0 0	95 9 3	89	5740	5082 17 3
8	2	67	489 9 7	4	53	47 10 0	154 13 9	151	8661	7898 4 10
9	4	244	693 17 7	4	91	85 0 0	326 4 3	123	7237	8072 4 7
10	...	...	... ...	5	94	93 0 0	93 3 9	57	2754	3147 4 0
11	...	...	... ...	2	...	... ...	66 11 5	85	4597	3687 12 8
12	2	136	378 6 10	1	17	4 0 0	52 4 4	73	4452	3238 15 —
13	1	97	211 18 2	1	...	... ...	15 8 9	45	2397	2118 5 3
14	2	114	386 15 0	4	96	74 10 0	57 7 6	94	5370	6547 7 3
15	1	173	416 0 0	15	253	153 10 0	358 17 6	163	9230	10092 18 5
16	3	100	433 0 0	8	385	1760 0 0	142 17 6	133	9009	11794 4 5
17	2	197	661 6 9	14	137	296 0 0	68 5 0	118	8516	12400 13 8
18	2	142	484 2 2	2	80	320 0 0	581 12 5	58	4534	6191 5 3
19	1	134	258 9 2	...	...	... ...	42 0 0	61	4156	4472 16 9
20	2	99	462 5 11	7	123	293 0 0	68 17 6	118	9780	10603 4 2
21	3	188	711 18 0	19	361	522 10 0	215 9 10	157	12857	19650 17 9
22	2	72	276 14 4	6	82	70 0 0	37 5 7	88	6425	7871 19 6
23	2	58	406 5 7	12	163	560 0 0	59 3 9	140	8113	10323 12 9
24	3	122	704 11 6	11	277	47 15 0	63 2 6	87	7521	7855 19 0
25	2	118	461 18 11	15	308	133 0 0	20 10 0	72	5039	6148 9 8
26	3	103	609 11 1	5	153	50 0 0	60 15 0	79	6717	12667 8 3
27	4	203	1666 18 11	3	68	50 0 0	247 2 6	84	5646	9970 18 1
28	2	47	1283 19 4	8	144	105 0 0	102 0 7	99	5991	10109 10 5
29	1	57	182 7 11	1	20	75 0 0	232 0 6	92	5924	7489 13 0
30	2	97	450 17 6	8	221	674 2 6	22 2 6	118	7002	6815 3 3
31	2	62	381 8 5	9	123	404 0 0	303 13 9	133	10388	13487 7 10
32	2	105	824 9 11	7	139	111 0 0	165 4 4	99	9151	14315 1 9
33	2	103	513 10 9	7	123	160 11 3	274 7 0	110	9151	10501 6 5
34	1	16	380 0 0	4	55	87 10 0	75 3 3	91	5212	6894 19 4
35	1	34	242 1 11	2	30	180 0 0	18 0 0	71	6115	7965 1 0
36	1	61	404 11 9	3	85	30 9 0	597 10 6	99	8073	9207 16 7
37	...	...	... ...	...	...	... ...	25 0 0	49	2578	3462 8 1
38	...	...	... ...	6	117	292 0 0	144 8 9	169	9799	11229 4 10
39	2	83	509 10 8	5	109	365 0 0	68 14 7	117	7831	11235 19 6
40	1	63	323 4 6	4	165	437 0 0	329 10 0	89	5931	5282 5 8
41	1	43	163 12 3	4	58	12 10 0	165 10 0	88	4495	3771 12 0
42	...	...	... ...	2	65	180 0 0	46 17 6	62	4138	4813 12 11
1	1	134	899 17 4	22	1300	25150 0 0	412 10 0	37	8018	35051 14 2
2	1	75	200 0 0	16	680	1500 9 0	64 15 0	27	5457	6984 16 4
3	1	41	261 0 6	18	875	6340 0 0	5 10 0	34	3233	8240 6 6
4	1	79	578 11 10	5	277	525 0 0	26 5 0	10	3093	3556 5 3
5	1	35	242 11 0	10	340	600 0 0	11 0 0	28	2341	2895 12 8
							For salaries and contingencies of the Normal and Model Schools. 3314 13 2	Normal and Model Schools. 3	Normal and Model Schools. 711	3314 13 2
	72	4073	19176 17 4	288	7855	41907 17 9	9692 11 11	4094	285276	373816 17 10
	61	3386	15755 17 8	279	7555	42907 16 0	8001 0 6	3815	262858	336192 14 11
	11	687	3420 19 8	9	300	... ... 999 18 3	1691 11 5	279	22418	37624 2 11

PART II.—Table R.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, during

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.
1	Population of Upper Canada during the years	486,055		...	*622,570	...
2	Population between the ages of 5 and 16 years	141,143		183,539	202,913	204,580
3	Colleges in operation	5		5	5	5
4	County Grammar Schools and Academies	*25		*25	*30	*31
5	Private Schools reported	*44		*60	*65	*80
6	Normal and Model Schools for Upper Canada	...		...	...	...
7	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589
8	Grand Total Educational Establishments in operation in Upper Canada	1,795		2,700	2,836	2,705
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities	do		do	do	do
11	Total Pupils attending Academies and County Grammar Schools	do		do	do	do
12	Total Pupils attending Private Schools	do		do	do	do
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada	do		do	do	do
14	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,002	101,912
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools	65,978		96,756	110,002	101,912
16	Total Amount Paid for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514	£67,906
17	Total Amount available for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports.		No Reports.	No Reports.	No Reports.
18	Grand Total available for Common School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	do		do	do	do
19	Amount received by other Educational Institutions	do		do	do	do
20	Grand Total available for Educational purposes in Upper Canada	do		do	do	do
21	Total Common School Teachers in Upper Canada	...		...	2,860	2,925
	Total Male do do	...		...	...	...
	Total Female do do	...		...	...	...
22	Average number of Months each Common School has been kept open by a qualified Teacher	...		7¼	8	8½

No Reports for this year were received, in consequence of a change in the School Law.

* An Approximation only—no specific information having been received by the Department.

† A decrease—caused by the institution of an Entrance Examination for the Grammar Schools.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the private than official, which should not be the case. The Annual Report of a Departme tof Public Instruction should Primary, Intermediate and Superior.

STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, the years 1842 to 1857 inclusive. Compiled from returns in the Educational Department.

No.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.
1	...	725,879	...	803,493	950,551	933,239	...	...	...	...	...
2	230,975	241,102	*253,364	259,258	258,607	262,755	268,957	277,912	297,623	...	324,888
3	6	6	7	7	7	8	8	9	10	12	12
4	32	33	39	57	70	74	79	84	94	89	109
5	96	117	157	224	159	167	174	186	278	239	239
6	2	2	2	2	2	3	3	3	3	3	3
7	2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244	3,325	3,472	3781
8	2,863	2,958	3,076	3,349	3,239	3,258	3,391	3,515	3,710	3,815	4094
9	No Reports.	No Reports.	No Reports.	252	835	901	1,052	1,177	1,211	1,263	1707
10	700	740	773	684	632	751	756	806	1,100	1,335	§1335
11	1,000	1.115	1,120	2,070	2,800	3,194	3,839	5,153	†4,779	†4,393	5190
12	1,831	2,345	3,648	4,663	3.948	5,133	3,822	4,607	6,531	5,213	5406
13	...	256	400	370	356	645	735	622	643	772	746
14	124,829	130,739	138,465	151,891	168,159	179,587	194,736	204,168	227,864	251,145	272,637
15	131,360	135,295	144,406	159,678	175,895	189 ,310	203,986	217,350	240,817	262.858	285,314
16	£77,599	£86,069	£88.478	£88,429	£97,827	£107,237	£122,441	£144,717	£170,027	£194,920	£215,057
17	No Reports.	No Reports.	No Reports.	£14,189	£19,334	£25,094	£32,018	£43,808	£54,791	£74.607	£87,981
18	do	do	do	£102,619	£121,384	£139,085	£161,769	£195,624	£224,818	£269,527	£303,039
19	do	do	do	...	£32,834	£36,989	£37,526	£43,504	‡£64,180	‡£62,221	‡£64,132
20	do	do	do	...	£154,218	£176,074	£199,674	£239,128	£288,998	£336.192	£367,171
21	3,028	3,177	3,209	3,476	3,277	3.388	3.539	3,539	3,565	3,689	4083
	2,365	2,507	2,505	2,607	2,551	2,542	2,601	2,308	2,568	2,622	2787
	663	670	704	779	726	847	938	1,031	997	1,067	1296
22	8½	9	9 1/10	9 1/11	9⅛	9⅛	9½	9 17/30	9½	10	¶10

‡ Including Grammar and Normal Schools, &c.

§ Taken from last year—no report being received for 1857.

¶ Including holidays and vacations.

have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The University; but hitherto the sources of information regarding this latter class of Institutions have been rather present, in one comprehensive tabular view, the actual state and progress of *all* our Educational Institutions—

PART II.—Table S. THE GRANTS TO GRAMMAR AND COMMON

STATEMENT No. 1.—THE LEGISLATIVE

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
			To Common Schools.	To Separate Schools.	Total.
Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry.	1483 10 8	18 17 10	1426 12 0	75 16 6	1502 8 6
Prescott and Russell	496 10 2	7 2 10	484 2 0	19 11 0	503 13 0
Carleton	755 11 11	.....	747 16 0	7 15 11	755 11 11
Leeds and Grenville	1471 4 4	.....	1429 6 0	41 18 4	1471 4 4
Lanark and Renfrew	1021 8 0	.....	1021 8 0	.....	1021 8 0
Frontenac, Lennox and Addington	1193 16 6	4 7 10	1166 14 0	31 10 4	1198 4 4
Prince Edward	493 16 0	.....	493 16 0	.....	493 16 0
Hastings	851 9 8	.....	835 16 0	15 13 8	851 9 8
Northumberland and Durham	1605 8 0	.....	1605 8 0	.....	1605 8 0
Peterboro' and Victoria	856 11 6	.....	836 12 0	19 19 6	856 11 6
Ontario	839 16 0	.....	839 16 0	.....	839 16 0
York and Peel	2227 0 1	.....	2188 2 0	38 18 1	2227 0 1
Simcoe	868 15 4	.....	844 12 0	24 3 4	868 15 4
Halton	546 18 0	.....	546 18 0	.....	546 18 0
Wentworth	665 6 0	.....	665 6 0	.....	665 6 0
Brant	492 10 0	.....	492 10 0	.....	492 10 0
Lincoln	501 17 1	.....	490 10 0	11 7 1	501 17 1
Welland	490 16 0	.....	490 16 0	.....	490 16 0
Haldimand	545 13 8	.....	544 10 0	1 3 8	545 13 8
Norfolk	652 8 8	.....	651 14 0	0 14 8	652 8 8
Oxford	912 12 0	.....	912 12 0	.....	912 12 0
Waterloo	821 14 9	.....	788 16 0	32 18 9	821 14 9
Wellington	819 12 2	17 17 9	799 16 0	37 13 11	837 9 11
Grey	467 8 0	.....	467 8 0	.....	467 8 0
Perth	643 2 5	.....	631 8 0	11 14 5	643 2 5
Huron and Bruce	1063 18 3	37 0 0	1088 14 6	12 3 9	1100 18 3
Middlesex	1066 9 8	1 8 6	1060 18 0	7 0 2	1067 18 2
Elgin	704 6 0	.....	704 6 0	.....	704 6 0
Kent	541 3 7	2 1 7	539 2 0	4 3 2	543 5 2
Lambton	443 8 0	... ...	443 8 0	.....	443 8 0
Essex	489 8 0	.....	489 8 0	.....	489 8 0
Cities					
Toronto	1640 8 0	.....	1100 0 0	540 8 0	1640 8 0
Hamilton	608 15 3	.....	480 0 0	128 15 4	608 15 3
Kingston	552 16 8	.....	380 0 0	172 16 8	552 16 8
London	360 0 0	.....	360 0 0	.....	360 0 0
Ottawa	675 19 6	.....	280 0 0	395 19 6	675 19 6

APPORTIONMENT TO COMMON SCHOOLS, 1857.

MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.		
			To Common Schools.	To Separate Schools.	Total.
Towns.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Belleville	255 13 0		143 12 0	112 1 0	255 13 0
Brantford	136 10 6		127 10 0	9 0 6	136 10 6
Brockville	138 2 1		110 0 0	28 2 1	138 2 1
Chatham	97 16 2		87 0 0	10 16 2	97 16 2
Cobourg	96 2 0		96 2 0		96 2 0
Cornwall	47 12 0		47 12 0		47 12 0
Dundas	92 8 0		92 8 0		92 8 0
Galt	69 6 0		69 6 0		69 6 0
Goderich	70 0 0		70 0 0		70 0 0
Guelph	125 2 3		96 0 0	29 2 3	125 2 3
Niagara	116 9 6		81 16 0	34 13 6	116 9 6
Paris	61 6 0		61 6 0		61 6 0
Perth	67 7 6		50 0 0	17 7 6	67 7 6
Peterboro'	115 4 5		60 18 0	54 6 5	115 4 5
Picton	57 11 4		47 6 0	10 5 4	57 11 4
Port Hope	110 0 0		110 0 0		110 0 0
Prescott	119 17 8		60 18 0	58 19 8	119 17 8
Sarnia	25 0 0		25 0 0		25 0 0
St. Catherines	215 15 3		138 12 0	77 3 3	215 15 3
Whitby	50 16 0		50 16 0		50 16 0
Town Municipalities.					
Amherstburgh	98 14 2		60 0 0	38 14 2	98 14 2
Barrie	68 15 3		40 0 0	28 15 3	68 15 3
Clifton	19 4 9		10 0 0	9 4 9	19 4 9
Simcoe	52 0 0		52 0 0		52 0 0
Woodstock	72 0 0		72 0 0		72 0 0
Incorporated Villages.					
Berlin	36 16 0		36 16 0		36 16 0
Bowmanville	55 0 0		55 0 0		55 0 0
Brampton	28 16 0		28 16 0		28 16 0
Caledonia	26 4 0		26 4 0		26 4 0
Chippewa	34 6 0		34 6 0		34 6 0
Ingersoll	50 0 0		50 0 0		50 0 0
Napanee	36 12 0		36 12 0		36 12 0
Newcastle	31 6 0		31 6 0		31 6 0
Oshawa	32 0 0		32 0 0		32 0 0
Preston	34 15 4		33 10 0	1 5 4	34 15 4
St. Mary's	32 8 0		32 8 0		32 8 0
St. Thomas	43 2 0		43 2 0		43 2 0
Smith's Falls	27 12 0		27 12 0		27 12 0
Stratford	42 18 0		42 18 0		42 18 0
Thorold	59 4 4		40 6 0	18 18 4	59 4 4
Trenton	36 0 0		36 0 0		36 0 0
Vienna	27 2 0		27 2 0		27 2 0
Windsor	32 8 0		32 8 0		32 8 0
Yorkville	35 0 0		35 0 0		35 0 0
Grand Total	32951 13 4	88 16 4	30869 8 6	2171 1 2	33040 9 8

PART II.—Table S.—(*Continued,*) THE GRANTS TO GRAMMAR AND COMMON

STATEMENT No. 2.—THE UPPER CANADA GRAMMAR SCHOOL FUND FOR THE YEAR 1857.

COUNTY MUNICIPALITIES.	AMOUNT PAID.	AMOUNT UNPAID.	AMOUNT OF APPORTIONMENT.
	£ s. d.	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry	350 0 0	.....	350 0 0
Prescott and Russell	159 10 0	15 10 0	175 0 0
Carleton	240 0 0	40 0 0	280 0 0
Leeds and Grenville	317 0 0	63 0 0	380 0 0
Lanark and Renfrew	260 0 0	40 0 0	300 0 0
Frontenac, Lennox and Addington	390 0 0	.....	390 0 0
Prince Edward	170 0 0	36 0 0	206 0 0
Hastings	200 0 0	80 0 0	280 0 0
Northumberland and Durham	400 0 0	48 0 0	448 0 0
Peterborough and Victoria	200 0 0	50 0 0	250 0 0
Ontario	210 0 0	.....	210 0 0
York and Peel	670 0 0	25 0 0	695 0 0
Simcoe	185 0 0	25 0 0	210 0 0
Halton	200 0 0	.. ..	200 0 0
Wentworth	311 5 0	18 15 0	330 0 0
Brant	229 0 0	15 0 0	244 0 0
Lincoln	232 0 0	8 0 0	240 0 0
Welland	75 0 0	135 0 0	210 0 0
Haldimand	100 0 0	.....	100 0 0
Norfolk	204 0 0	16 0 0	220 0 0
Oxford	280 0 0	.....	280 0 0
Waterloo	220 0 0	30 0 0	250 0 0
Wellington	250 0 0	.....	250 0 0
Grey	87 0 0	13 0 0	100 0 0
Perth	150 0 0	.....	150 0 0
Huron and Bruce	180 0 0	.....	180 0 0
Middlesex	280 0 0	.....	280 0 0
Elgin	187 10 0	12 10 0	200 0 0
Kent	180 0 0	.....	180 0 0
Lambton	125 0 0	25 0 0	150 0 0
Essex	.....	.....	.....
Grand Total	7042 5 0	695 15 0	7738 0 0

STATEMENT No. 2.—SPECIAL AID OF COMMON SCHOOLS IN NEW AND POOR TOWNSHIPS IN U. C. IN 1857.

MUNICIPALITIES.	AMOUNT	
	£ s. d.	£ s. d.
Stormont, Dundas and Glengarry:		
Winchester		15 0 0
Prescott and Russell:		
Plantagenet		7 10 0
Carleton:		
Marlborough	7 10 0	
Osgoode	7 10 0	
Richmond Village	5 0 0	
		20 0 0
Lanark and Renfrew;		
Admaston	8 0 0	
Bathurst	12 10 0	
Brudenell and Algona	12 10 0	
Blithfield	5 0 0	
Darling	12 10 0	
Grattan	8 0 0	
Horton	5 0 0	
Lanark	6 5 0	
Ross	15 0 0	
Stafford and Alice	7 10 0	
Westmeath	5 0 0	
Wilberforce	4 0 0	
		101 5 0
Hastings:		
Marmora	10 0 0	
Tyendinaga	15 0 0	
		25 0 0
York and Peel:		
Whitchurch		7 10 0
Simcoe:		
Medonte		5 0 0
Welland:		
Wainfleet		5 0 0
Wellington:		
Maryborough		7 10 0
Grey:		
Artemesia	7 10 0	
Melancthon	7 10 0	
		15 0 0
Huron and Bruce:		
Bidduiph Hay Hullet McGillivray McKillop Stanley Stephen Osborne		40 0 0
Middlesex:		
Mosa		6 5 0
Essex:		
Anderdon	10 0 0	
Colchester	5 0 0	
Malden	10 0 0	25 0 0
		280 0 0

Part II.—Table T.—Accounts of the Educational Department, U. C., for the year 1857.

Statement No. 1.—Legislative Grant to Common Schools, (13 and 14 Vict., ch. 48, sect. 35, clause 1.)

1857.	RECEIPTS.	£ s. d.	£ s. d.
Aug. 1...	To proportion of Warrant for this service		30869 8 6
Dec. 31.	To balance		178 10 2

1857.	EXPENDITURE.	£ s. d.	£ s. d.
Jany. 1.	By balance per account		172 11 11
Jany. 1 to Dec. 31.	By sundry payments to the following Municipalities:—		
	Counties.		
	Stormont, Dundas, and Glengarry	1385 0 5	
	Prescott and Russell	483 18 0	
	Carleton	747 16 0	
	Leeds and Grenville	1429 6 0	
	Lanark and Renfrew	972 0 2	
	Frontenac, Lennox and Addington	1166 14 0	
	Prince Edward	493 16 0	
	Hastings	835 16 0	
	Northumberland and Durham	1636 14 0	
	Peterborough and Victoria	836 12 0	
	Ontario	839 16 0	
	York and Peel	2188 2 0	
	Simcoe	844 12 0	
	Halton	546 18 0	
	Wentworth	665 6 0	
	Brant	492 10 0	
	Lincoln	490 10 0	
	Welland	500 16 0	
	Haldimand	544 10 0	
	Norfolk	651 14 0	
	Oxford	912 12 0	
	Waterloo	788 16 0	
	Wellington	781 18 3	
	Grey	467 8 0	
	Grey, on account of 1855	5 3 7	
	Perth	631 8 0	
	Huron and Bruce	1036 14 6	
	Huron and Bruce, on account of 1852 and 1853	73 16 6	
	Middlesex	1060 18 0	
	Elgin	704 6 0	
	Kent	539 2 0	
	Lambton	468 8 0	
	Essex	489 8 0	
			25712 5 5
	Cities.		
	Toronto	1100 0 0	
	Hamilton	480 0 0	
	Kingston	380 0 0	
	London	360 0 0	
	Ottawa	280 0 0	
			2600 0 0

Total		£31047 18 8	

Towns.			
Belleville	143 12 0		
Brantford	127 10 0		
Brockville	110 0 0		
Chatham	87 0 0		
Cobourg	96 2 0		
Cornwall	47 12 0		
Dundas	93 8 0		
Galt	69 6 0		
Goderich	70 0 0		
Guelph	96 0 0		
Niagara	81 16 0		
Paris	61 0 0		
Perth	50 0 0		
Peterborough	60 18 0		
Picton	47 6 0		
Port Hope	110 0 0		
Prescott	60 18 0		
St. Catherines	138 12 0		
Whitby	50 16 0		
			1601 2 0
Town Municipalities.			
Amherstburgh	60 0 0		
Barrie	40 0 0		
Simcoe	52 0 0		
Simcoe, on account of 1856	48 2 0		
Woodstock	72 0 0		
			272 2 0
Villages.			
Berlin	36 16 0		
Bowmanville	55 0 0		
Brampton	28 16 0		
Caledonia	26 4 0		
Chippawa	34 6 0		
Ingersoll	50 0 0		
Napanee	36 12 0		
Oshawa	32 0 0		
Preston	33 10 0		
St. Mary's	32 8 0		
St. Thomas	43 2 0		
St. Thomas, on account of 1856	39 17 4		
Smith's Falls	27 12 0		
Stratford	42 18 0		
Thorold	40 6 0		
Trenton	36 0 0		
Windsor	32 8 0		
Vienna	27 2 0		
Yorkville	35 0 0		
			689 17 4
Grand total			£31047 18 8

Part II.—Table T.—(*Continued.*)

Statement No. 2.—Poor School Fund, (16 Vic., ch. 185, sec. 23.)

1857.	RECEIPTS.	AMOUNT. £ s. d.	£ s. d.	1857.	EXPENDITURE.	AMOUNT. £ s. d.	£ s. d.
Jany. 1	To Balance unexpended		247 10 0	Jan. 1 to Dec. 31	By Payments to various Poor Schools in the following Counties: see Table S., page 133.		
Augt. 1	To Proportion of Warrant for this service		500 0 0		Stormont, Dundas and Glengarry	15 0 0	
					Prescott and Russell	7 10 0	
					Carleton	20 0 0	
					Lanark and Renfrew	101 5 0	
					Hastings	25 0 0	
					York and Peel	7 10 0	
					Simcoe	5 0 0	
					Welland	5 0 0	
					Wellington	7 10 0	
					Grey	15 0 0	
					Huron and Bruce	40 0 0	
					Middlesex	6 5 0	
					Essex	25 0 0	
							280 0 0
				Dec. 31	By Balance unexpended		467 10 0
			£747 10 0				£747 10 0

PART II.—Table T.—(*Continued.*)

Statement No. 3.—THE NORMAL AND MODEL SCHOOLS (13 and 14 Vict., ch. 48, sec. 39, and 16 Vict., ch. 185, sec. 23.)

1857.	RECEIPTS.	AMOUNT.		1857.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jany. 1	To Balance in hand		1578 14 5	Dec. 31	By Salaries and Wages	2267 18 9	
Dec. —	To Warrants issued Quarterly in full of the Current Expenses of the Normal and Model Schools	1500 0 0			" Books, Apparatus and School Requisites	150 13 5	
					" Public Libraries Account for do.	171 10 4	
					" Advertising and Printing	14 6 3	
					" Repairs and Contingencies	565 19 2	
					" Light, Water and Wood	511 18 5	
	To Warrants issued Quarterly to facilitate the attendance of Students at the Normal School	1000 0 0			" Proportion of Insurance	84 0 0	
							3766 6 4
	To proportion of sum granted under the authority of the Act 16 Vic., cap. 185, sec. 23	550 0 0			" Aid granted to facilitate the attendance of Students at the Normal School: five shillings each per week: two Sessions and part		941 5 0
			3050 0 0				
	To Model School Fees and other receipts		578 4 8		" Expenses of Grounds	305 19 4	
					Less Produce sold	18 17 6	
							287 1 10
							4094 13 2
					" Balance unexpended		212 5 11
			£5206 19 1				£5206 19 1

Statement No. 4.—BUILDING FUND—NORMAL AND MODEL SCHOOLS.—(Balance from the Estimates of 1854.)

1857.	RECEIPTS.	AMOUNT.		1857.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jany. 1	To Balance in hand		463 12 5	Feby. 10	By Paid E. Webber, Carpenter, (on account Permanent Fixtures)	6 9 1	
				May 28.	" Paid B. M. Clark, Carpenter (on account Permanent Fixtures)	38 7 6	
							44 16 7
				Dec. 31.	" Balance unexpended		418 15 10
			£463 12 5				£463 12 5

PART II.—Table T.—(*Continued.*)

Statement No. 5.—PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS, (13 and 14 Vic., ch. 48, sec. 41, and 18 Vic., ch. 132, sec. 1.)

1857.	RECEIPTS.	AMOUNT.		1857.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan'y 1	To Balance in hand		2807 6 0	Jan'y 1 to Dec. 31	By Books, Maps and Apparatus, purchased in London, Edinburgh, Glasgow, Dublin, Paris, New York, Philadelphia, Boston, &c	8022 6 10	
	" Proportion of Warrants issued for this service	5191 13 5			" Map-mounting; Apparatus and Books purchased in Toronto	1384 16 6	9407 3 4
	" Warrant and Pay Lists for Depository Clerks, part of 1856-57	530 0 0			" Freight, Agents' Commission, Wharfage and Cartage	533 10 7	
			5721 13 5		" Expenses incurred in fitting up and superintending the Educational Department of the Provincial Exhibition, Brantford	17 17 5	
	" Municipalities, &c., for Libraries, as per Table M., page 92	2025 2 3			" Proportion of Insurance	40 2 6	
	" Municipalities and School Sections for Maps and Apparatus, as per Table N., page 94	2264 15 9			" Paid for Printing, Wrapping Paper, Twine, Boxes, Journals, &c. &c., in Toronto	677 8 3	1298 18 9
	" Sales in Depository of Text Books, &c. (for School purposes,) during the year	1497 8 10			" Salaries of Depository Clerks, part of 1856 and 1857		513 2 6
	" Normal and Model Schools for Stationery, Books and Apparatus	171 10 4	5958 17 2				11219 4 7
					" Balance in course of expenditure		3268 12 0
			14487 16 7				14487 16 7

Statement No. 6.—SUPERANNUATED TEACHERS, (16 Vict., ch. 185, sec. 23, and 18 Vict., ch. 132, sec. 1.)

1857.	RECEIPTS.	AMOUNT.		1857.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jan. to Dec.	To Warrants received for this service during the year, on account of 1856 ..... £ 500 0 0			Jan'y 1	By Balance		554 15 1
	" " " 1857 ..... 1000 0 0	1500 0 0		Mar. 31	" Pensions Paid during the quarter (on account of 1856) (Net amount)	203 2 6	
Mar. 31	" Subscriptions during the quarter	40 0 0		June 30	" do do (on account of 1857)	396 6 3	
June 30	" " "	14 0 0		Sept. 30	" do do do	229 18 9	
Sept. 30	" " "	30 0 0		Dec. 31	" do do do	448 14 4	1278 1 10
Dec. 31	" " "	43 0 0	1627 0 0				
	" Balance		205 16 11				
			1832 16 11				1832 16 11

PART II.—Table T.—(*Continued.*)

STATEMENT No. 7.—GRAMMAR SCHOOL FUND. (16 Vic., 186, sec 3.)

1857.	RECEIPTS.	AMOUNT. £ s. d.	AMOUNT. £ s. d.
May 1...	To Balance in hand		1722 4 0
Feb.....	" Proportion of Warrants for this service on acct. 1856	3824 3 3	
Aug	" do on acct. 1857	3929 0 0	
Oct.....	" do do	4209 3 4	
			11962 6 7
			13684 10 7

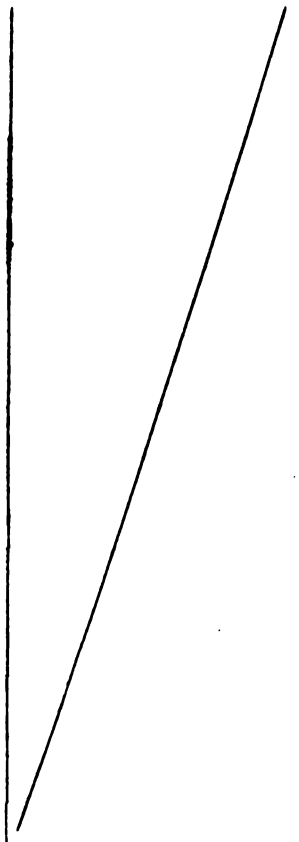
1857.	EXPENDITURE.	AMOUNT. £ s. d.	AMOUNT. £ s. d.
Jany. 1 to Dec. 31	By sundry Payments on account of 1855 and 1856 and 1857 to the following Counties:—		
	Stormont, Dundas and Glengarry	354 10 0	
	Prescott and Russell	175 0 0	
	Carleton	265 0 0	
	Leeds and Grenville	350 0 0	
	Lanark and Renfrew	265 0 0	
	Frontenac, Lennox and Addington	385 0 0	
	Prince Edward	170 0 0	
	Hastings	200 0 0	
	Northumberland and Durham	359 0 0	
	Peterborough and Victoria	205 0 0	
	Ontario	240 0 0	
	York and Peel	781 0 0	
	Simcoe	165 0 0	
	Halton	200 0 0	
	Wentworth	326 5 0	
	Brant	184 10 0	
	Lincoln	272 0 0	
	Welland	5 0 0	
	Haldimand	50 0 0	
	Norfolk	200 0 0	
	Oxford	272 0 0	
	Waterloo	174 0 0	
	Wellington	255 0 0	
	Grey		
	Perth	150 0 0	
	Huron and Bruce	180 0 0	
	Middlesex	290 0 0	
	Elgin	200 0 0	
	Kent	180 0 0	
	Lambton	125 0 0	
	Essex		6978 5 0
	Balance (payable 1st January, 1858)		6706 5 7
			13684 10 7

Statement No. 8.—Model Grammar School and Examiners and Inspectors for the Grammar Schools (16 Vic., ch. 185, sec. 1).

1857.	RECEIPTS.	AMOUNT. £ s. d.	AMOUNT. £ s. d.	1857.	EXPENDITURE.	AMOUNT. £ s. d.	AMOUNT. £ s. d.
Jan. 1	To Balance in hand	1835 0 0		Jan. 1 to Dec. 31	By Expenditure in the erection of the Model Grammar School		6014 14 8
	" Warrants for Model Grammar School—1856-7	2000 0 0			By T. J. Robertson, Esq., M. A., Inspector of Grammar Schools, and Chairman of the Committee of Examiners	125 0 0	
	" Warrants for Examiners and Inspectors	312 10 0			By Rev. W. Ormiston, M.A., Inspector for Grammar Schools, and Secretary of the Committee of Examiners	125 0 0	
			4147 10 0		By F. W. Barron, Esq., M. A., Examiner for Grammar School Masterships	20 0 0	270 0 0
Dec. 31	" Balance		2137 4 8				
			6284 14 8				6284 14 8

Statement No. 9.—Roman Catholic Separate School Apportionment (18 Vic., ch. 131, secs. 13 and 14).

1857.	RECEIPTS.	AMOUNT. £ s. d.	AMOUNT. £ s. d.	1857.	EXPENDITURE.	AMOUNT. £ s. d.	AMOUNT. £ s. d.
Jan. 1	To Balance		830 1 4	Jan. 1 to Dec. 31	By Sundry Payments on account of 1856 and 1857, to the following R. C. Separate Schools:		
Aug. 1	" Proportion of Warrant for this service		1639 11 6		City of Hamilton	72 17 3	
					" Kingston	175 8 3	
					" Ottawa	366 7 5	
					" Toronto	466 14 0	
					Town of Amherstburgh	36 11 0	
					" Barrie	23 4 3	
					" Belleville	93 13 0	
					" Brantford	11 17 9	
					" Brockville	25 0 0	
					" Chatham	5 8 0	
					" Guelph	33 13 6	
					" Niagara	50 7 0	
					" Perth	13 8 9	
					" Peterborough	39 5 7	
					" Picton	9 1 7	
					" Prescott	54 6 10	
					" St. Catharines	43 19 3	
					Village of Clifton	5 4 0	
					" Paris	3 18 1	
					" Thorold	17 14 2	



			2460 12 10

Section	No 1,	Arthur	17 0 0
"	No. 2,	do	22 17 9
"	No. 15,	Augusta	1 19 4
"	No. 15,	Camden East	7 18 1
"	No. —,	Carrick	13 5 10
"	No. 10,	Charlottenburg	12 7 8
"	No. 15,	do	3 0 9
"	No. 16,	do	9 10 3
"	No. 17,	do	4 1 10
"	No. 1,	Cumberland	7 2 10
"	No. 2,	do	4 14 0
"	No. 1,	Edwardsburg	2 19 10
"	No. 2,	do	4 15 3
"	No. 7,	Ellice	2 18 6
"	No. 6,	Etobicoke	6 2 0
"	No. 8,	Fitzroy	3 17 10
"	No. 7,	Grantham	4 6 1
"	No. 7,	Hawkesbury East	2 12 8
"	No. 1,	Hibbert and Logan	4 19 0
"	No. 8,	Kingston	6 16 3
"	No. 10,	Kitley	9 17 9
"	No. 9,	Lancaster	3 6 4
"	No. 10,	do	1 11 2
"	No. 11,	do	5 17 4
"	No. 3,	Leeds and Lansdowne Front	6 6 0
"	No. 10,	Lochiel	26 12 4
"	No. 1,	Markham and Vaughan	3 11 4
"	No. 13,	Nepean	7 8 11
"	No. 6,	Nichol (or 1)	4 2 7
"	No. 2,	Nottawasaga	7 17 0
"	No. 6,	Oneida	1 2 1
"	No. 1,	Orillia	17 9 6
"	No. 6,	Ops	20 9 9
"	No. 6,	Pilkington	1 0 0
"	No. 8,	Pittsburgh	1 13 6
"	No. 19,	do	2 10 3
"	No. 6,	Raleigh	4 7 3
"	No. 11,	Stamford (now Clifton)	1 4 9
"	No. 5,	Tecumseth	2 7 0
"	No. 20,	Thurlow	11 5 9
"	No. 10,	Wellesley	6 8 3
"	No. 11,	do	8 15 5
"	No. 13,	Westminster	1 5 10
"	No. 1,	Whitchurch	6 12 9
"	No. 11,	Williams	6 0 0
"	No. 15,	Wilmot	13 3 2
"	No. 1,	Wolfe Island	7 11 10
"	No. 20,	Wolford	9 13 6
"	No. 1,	York	5 9 2
By Balance in course of payment			1896 5 11
			564 6 11
			2460 12 10

PART II.—Table T.—(*Continued.*)

Statement No. 10.—JOURNAL OF EDUCATION, (16 Vic., ch. 185, sec. 23.)

1857.	RECEIPTS.	AMOUNT.		1857.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jany. 1.	To balance in hand	192 5 5		Jany. 1 to Dec. 31.	By printing and mailing Journal of Education for 1857, and for the miscellaneous expenses of the publication	586 15 11	
Dec. 31.	" Warrants during the year	450 0 0					
	" Subscriptions	89 5 11					
	" Libraries account, for copies sent to Public Libraries (complete sets)	97 10 0			By balance	192 5 5	
			£779 1 4				779 1 4

NOTE.—About 4,500 copies of the *Journal of Education* are printed monthly, and a copy is officially addressed to each City, Town, Village, and Rural Section Common and Separate School Corporation; to each Grammar School Trustee Board; to each Local Superintendent, County Clerk, County Treasurer, various official persons and Colleges in Canada, exchange papers, &c.; and to State Superintendents of Public Instruction, and other Educationists, in the United States, England, &c. &c.

PART II.—Table T.—(*Continued.*)

Statement No. 11.—EDUCATIONAL MUSEUM, LIBRARY, AND PRACTICAL SCIENCE (13 and 14 Vic., ch. 48, sec. 41, and 16 Vic., ch. 185, sec. 28.)

1857.	RECEIPTS.	AMOUNT.		1857.	EXPENDITURE.	AMOUNT.	
		£ s. d.	£ s. d.			£ s. d.	£ s. d.
Jany. 1 to Dec. 31.	To proportion of Warrants for this service. £500,			Jany. 1.	By balance		3821 1 4
	£200	700 0 0		Dec. 31.	" Objects of Art purchased during the year in London	229 5 0	
	" Proceeds of casts sold	5 10 0	705 10 0		" Brackets, Pedestals, and Objects of Art from New York	116 11 4	
	" Balance		4051 1 7		" Objects of Art and Repairing in Toronto	121 17 6	
					" Expenses of fittings, &c., do	135 8 6	
					" Proportion of Insurance, do	45 2 6	
					" Freight on Models, Casts, and Paintings from Europe, on account 1856-7	287 5 5	
							935 10 3
			£4756 11 7				£4756 11 7

NOTE.—The Museum isnow open daily to visitors, Sundays excepted, from 9 o'clock, a. m., until 4, p. m. It has been visited by great numbers of strangers from the United States and England, and from all parts of Canada.

PART II.—Table T.—(*Continued.*)

Statement No. 12.—BALANCE SHEET.—31st December, 1857.

RECEIPTS.			ACCOUNTS.	EXPENDITURE.		
Balance, 1st January.	Receipts during the year.	Total Receipts.		Balance, 1st January.	Expenditure during the year.	Total Expenditure.
£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
.....	30869 8 6	30869 8 6	Statement No. 1.—Common School Grant.....	172 11 11	30875 6 9	31047 18 8
247 10 0	500 0 0	747 10 0	do No. 2.—Poor School Fund ...	.....	280 0 0	280 0 0
1578 14 5	3628 4 8	5206 19 1	do No. 3.—Normal and Model Schools.....	.....	4994 13 2	4994 13 2
463 12 5	.....	463 12 5	do No. 4.—Building Fund.....	.....	44 16 7	44 16 7
2807 6 0	11680 10 7	14487 16 7	do No. 5.—Libraries, Maps and Apparatus.....	.....	11219 4 7	11219 4 7
.....	1627 0 0	1627 0 0	do No. 6.—Superannuated Teachers.....	554 15 1	1278 1 10	1832 16 11
1722 4 0	11962 6 7	13684 10 7	do No. 7.—Grammar School Fund	.....	6978 5 0	6978 5 0
1835 0 0	2312 10 0	4147 10 0	do No. 8.—Model Grammar School and Inspectors	.....	6284 14 8	6284 14 8
830 1 4	1630 11 6	2460 12 10	do No. 9.—Roman Catholic Separate Schools	.....	1896 5 11	1896 5 11
192 5 5	586 15 11	779 1 4	do No. 10.—Journal of Education.....	.....	586 15 11	586 15 11
.....	705 10 0	705 10 0	do No. 11.—Educational Museum, Library, &c.....	3821 1 4	935 10 3	4756 11 7
				4548 8 4	65373 14 8	69922 3 0
			Balance in hand, 31st December, 1857	....	.....	5257 8 4*
£9676 13 7	65502 17 9	75179 11 4				£75179 11 4

* A large proportion of this balance was payable forthwith on the 1st of January, 1858.

APPENDIX TO THE ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

UPPER CANADA,

FOR THE YEAR 1857.

Appendix A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF ELEMENTARY EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1857.

I. County of Glengarry.

1. *Hector McRae, Esq., Charlottenburgh:* "I feel happy to state that considerable progress has been effected in the Common Schools in this Township during the past year; this must be gratifying to you as well as to all others who feel an interest in the cause of education. Numbers of the trustees have wisely selected efficient teachers to manage their schools, to whom they have allowed remunerating compensation. This has been a move in the right direction, and greatly to be desired. Trustees and constituents are beginning to open their eyes to their own and their children's interest. They begin to understand that the low classed and cheap teacher is not the proper person "to teach the young idea how to shoot." Their darkness is getting lightened, and a gleam of sunshine is beginning to break in upon the heretofore darkened vale of our Municipality; and although too many of our school sections are still encumbered with rather inferior teachers, yet there is great cause of rejoicing at the steady progress manifested in some of the schools in this Township during the past year. The clergy are laudably bestirring themselves in the good cause, and their frequent visits to the schools have had very desirable effects. They encourage and stimulate teachers and pupils to persevere in their duties. They also endeavor by their counsel and injunctions to impress upon the

minds of all interested parties, the value of the boon conferred on the youth of this part of the Province, through the instrumentality of the sound and liberal education provided for them. The counsel and dictates of the clergy when given and delivered free of bias and sectarianism avail much, and I rejoice to see them so willing to visit our schools for the purpose of exerting their influence in promoting and advancing the progress of learning. I feel really amazed when I read or hear of the views of some people regarding our Common Schools, and their endeavours to cast a stigma on our system. Such people must be the enemies of sound and liberal education, otherwise they must be entirely ignorant of the law and our Common School system, for it must be evident to all persons acquainted with the rules and regulations of our Schools that the defects visible in them, as well as the slow progress exhibited in many of them, cannot be attributed to either the system, the school Act, or the Chief Superintendent. The fault and failure are altogether with the Trustees and their constituents, who neglect to comply with the rules of the school law, and totally disregard the precepts and remarks of the Chief Superintendent. For it is obvious that those who clamor most against our school system have been found deficient in producing any sound argument in their own favor. Let our School Trustees and constituents only arouse themselves from their present lethargy, and let them set parsimony aside, let them build comfortable school-houses and provide appropriate apparatus, as well as a section library, and select efficient teachers, and then they will prove to their own satisfaction that the fault has not been owing to the want of a proper school system, nor to the Chief Superintendent and his subordinates, but to their own neglect and tardiness. I believe that most if not all the local Superintendents in Upper Canada will concur with me in stating, that wherever a comfortable school-house and other requisite apparatus were met with, it generally happened that an efficient teacher was in charge, and consequently, as might have been expected, the pupils of such a school would be found industrious and progressive. The truth is, the great cause of the slow progress exhibited in too many of our schools is owing to the backwardness of trustees and the unwillingness of constituents to provide the proper material. I regret to state that there are no school libraries yet established within this Township, excepting the one in Martintown; this is greatly to be lamented and I cannot help it. I have on all occasions endeavoured to show to trustees and constituents the propriety and even the necessity of establishing libraries, but all to no effect; and unless the Township Council takes the cause in hand, I fear we shall not have any established for some time. The trustees of the Martintown school speak highly of the advantages already derived in their school section from the use of the library, and I am instructed to state that the rules and regulations are invariably attended to. I have just been informed that the trustees of a Union School have lately engaged a teacher from the Normal School, Toronto. I really feel grateful to hear it, and hope he may be the means of procuring for our schools a few more from the same quarter. Suffice it to say, in conclusion, that I have reason to exult in the improvement already made in the schools within this Municipality, and that I anticipate a still further progress before the expiration of the present year."

2. *Angus McDonell, Esq., Kenyon:* "In forwarding my report, I have great pleasure in stating that at my several visits to the schools under my inspection I was delighted to see all in operation numerously attended, and in good working order. They appear to be carrying out energetically the present school system of the Province. The average attendance of pupils during this year exceeded that of last year by seventy-one pupils, as may be seen by my report. Prospects are in a great measure encouraging."

3. *William McEdward, Esq., Lancaster:* "I have the pleasure to state that, with one exception, all the schools in this Township have been more or less in operation during the past year, and average upwards of ten months. The majority of the Common or Public Schools are in a prosperous and progressive condition. The teachers' salaries have in many instances been considerably augmented, which is a proof of a desire on the part of the people to promote the good cause, and appreciate the value of sound education. However, nomadic habits among teachers still prevail, which must be injurious to the regular progress of education, and detrimental to the development of the present incomparable school system which is in every respect admirably calculated to promote the best interests of the rising generation. Frequent changes or removals of teachers should be gradually discontinued, and suitable provision made for the personal and family comforts of teachers. I have occasionally represented the advantages derived from school libraries, but as yet, as far as I know, nothing has been done towards establishing them."

4. *The Reverend D. Macdonald, Lochiel:* "I wish that I could give you a more favorable report of our common schools in this township. I am sorry to say that there is not that harmony prevailing in some sections which the friends of education would like to see. At the same time not a few of our schools are exceedingly well conducted by efficient trustees and teachers. If the people would make it a point of duty to elect trustees capable of filling such an important office, it would to a great extent be the means of raising the standard of our common schools. I fear it is too often the case that trustees are elected who are incapable of discharging their duties. Parents should also attend the quarterly examinations; they shew but very little interest in seeing their children examined; whereas, if they would attend the examinations and manifest by their presence that they feel an interest in the progress of their children, it would encourage teachers and pupils. Where the free school system is adopted it works well, and I trust that the day is not far distant when all our schools here will be managed on the free system. There were two schools last year (as you will see from the report) that were not in operation. I cannot attribute this to anything else but the carelessness of the people. Many thanks for your valuable *Journal of Education.*"

II. County of Stormont.

5. *The Reverend Matthew Ker, Osnabruck:* "The cause of education in this township is progressive. The rising generation is receiving a far superior training to

that which fell to the lot of our fathers. Good teachers, too, are gradually becoming more duly appreciated, and the whole population experiences in a greater or less degree, the elevating influence of our admirable school system, which in its working is a powerful instrument for training the people to self-reliance, self-government, and management of their own affairs. Our libraries are so few that they exercise no perceptible effect; and even was the number more commensurate to the amount of population, the effect would be but small, unless the tastes and habits of the people were changed. As the rising generation attains adult age, I expect a better state of things in this respect; it will undoubtedly be fonder of reading. Let our present system only have fair play and full development, and the result cannot fail of being highly beneficial."

6. *John Fraser, Esquire, Roxborough:* "The state of education in this township upon the whole is favorable, though in some cases the change of teachers has not been beneficial. Some of our second and third-class schools are making great efforts, and give promising indications of shortly becoming first-class schools.

It would be desirable if the head of the Education Department could devise some one method for raising the teacher's salaries, more especially in rural sections where squatters and others of small property form the majority of both the adult and juvenile population. On this account the free school system is a grievance to the freeholder, who has often to pay eight or nine times as much as other parties. The voluntary system is not well understood and seldom adopted. When it is rightly carried out, it works harmoniously, and the people are at peace amongst themselves. Two, of the three schools which have acted on the voluntary system are but small in extent and few in number, yet the average is good and they have taken a fair proportion of the school fund. We have no township nor school section libraries."

III. County of Dundas.

7. *John D. R. Williams, Esquire, Matilda:* "It is to be regretted that the common schools in this township are not in as efficient working order as they might and should be. There is a great deal of apathy on the subject of education, Trustees are elected who are incapable of reading and writing, in some instances; and generally those who wish to get the cheapest, that is—the most inefficient teacher, are preferred. The library of the township is pretty large, but of comparatively little use. Some of the township councilmen propose selling it, and a minority of the people approves the plan. The books, however, are well covered, labelled, and numbered; their influence, though limited, is annually extending, and there is reason to hope that, the library may yet be of great value to the people of the township. The aggregate and average attendance of this report can be relied on as perfectly correct. The office of local superintendent being held by three or four different individuals in one year is not conducive to its efficiency, and even annual changes have anything but a beneficial effect. Having accepted the office

reluctantly at first, I resign it with regret, as there is much that might be improved, and many things that I flatter myself might be done by me in the right direction, were I in a position to effect them."

8. *The Reverend James Harris, Mountain:* "The average time the schools have been kept open during the past year is ten months and fourteen days, and this fact alone proves the increasing interest taken in the good cause of education by the people generally. The complaints so frequently made about poor teachers, it appears to me, may be effectually removed by keeping up a vigilant local supervision. This will drive inefficient persons to teach *all* they know, and the consequence is obvious, the school-house will be closed, as the master will find it rather unpleasant to receive a lesson from the pupil, which I believe even now is sometimes done. Let the trustees establish a regular system of inquiry; going to the school at least once a month, and depend upon it, a poor scholar will not impose himself upon them as the instructor of their children for more than two or three months at the farthest. Again, I think no person ought to be allowed to teach as a third-class teacher for more than one year, and if not qualified to take a second-class certificate at the end of that time, let such a person be suspended *sine die*. Moreover, I believe it would be advantageous to withhold any assistance, either legislative or municipal, from a school section employing a third-class teacher for more than one year, as it would break up in some measure that love of cheap teaching which is so much sought for by sordid and contracted minds. So far we have not succeeded in establishing a library, which I consider a great loss to the young people in this place, but then we hope for better things soon."

9. *John G. McLaughlin, Esquire, Williamsburgh:* "It is all but impossible to get a full report from most trustees. They seem to regard the duties of their office as a non-remunerative public burden and therefore discharge them accordingly. I regret to find so much apathy in this township generally, in reference to public libraries. Local improvements it appears, require all the public moneys, while mental culture is but little cared for, or totally neglected by most people, notwithstanding the liberality of the Government."

10. *John Irwin Kerr, Esq., Winchester:* "With regard to the advancement of education, and the diffusion of general knowledge, I think there is a decided improvement, though I regret to say with the great drawback of want of libraries, entirely attributable to the apathy of our Council, which, though frequently solicited, will not grant any supplies for that purpose."

IV. County of Prescott.

11. *John McMaster, Esq., Caledonia:* "The schools in operation here make good progress. The Township is in favor of the free system of education, as one well calculated to benefit the rural sections and the poorer classes."

V. County of Russell.

12. *James Keays, Esq., Cambridge and Russell:* "In resigning the office of Local Superintendent I am happy to state that I have left the schools in a flourishing condition. I have seen two school houses erected and another in course of erection."

13. *The Reverend John Edwards, Clarence:* "The average of the general population who can neither read nor write is (as you will see from my report) large. This arises from the circumstance of a great many French Canadians having settled here within a few years past, the greater part of whom have grown up destitute of these valuable acquirements. Also, in some back parts of the Township, the far scattered inhabitants have not been able as yet to establish schools. There is, however, a change for the better taking place. One new school section has been set off this year, and others will be so ere long. The French Canadian children who live near, attend, and make good progress. More apparatus has been in use during the past than in former years, and I expect that, in future there will be still further improvement in this respect. I was much pleased in attending the examination of one of our schools to find how thoroughly the teacher had instructed her pupils in the history of Canada; and could not but think that in the attention paid to the history of other countries, there was a danger of overlooking our own, not considering the practical utility of the present, the many points of interest connected with the past, and the much that promises the destiny of Canada to be great among the nations of the earth. The regulations of the Library are, upon the whole, adhered to, and I am satisfied that the books are exerting a silent and beneficial influence on the minds of the community where they are circulated. Our Town Council has voted $300 to each of two sections to aid in building two school houses, on condition that an equal sum be raised for the same purpose by the inhabitants of each section. Sites have been purchased and the work of building begun. Upon the whole, we have reason to be grateful for the past and hopeful for the future."

14. *The Reverend Peter Lindsay, A. B., Cumberland:* "There is a growing desire to have schools open for the whole year, or as many months as possible. Upon the whole, the law works well, and there is a growing satisfaction with it."

VI. County of Carleton.

15. *The Reverend William McGill, Gloucester and Osgoode:* "It affords me pleasure to be able to report favorably regarding the working of the free school system in the Townships under my charge. Free Schools are increasing. In 1855 there were but five free schools in Osgoode and nine in Gloucester: in all fourteen. Now there are nineteen. There is a Township Library in Osgoode which contains 577 volumes, from which most of the sections are supplied. There appears, however, to be but little interest manifested by the sections generally towards having themselves properly supplied with books from this source."

16. *The Reverend C. B. Pettit, B. A., Goulbourn, Marlborough, &c.:* "The cause of education in this part of the country advances but slowly. Money is valued too highly to be spent on a cause, the great importance of which, ignorant people do but little realize. However, one or two features lead us to look for greater progress for the future. More competent and efficient teachers are employed than heretofore, and trustees conduct the business of their meetings more in accordance with the provisions of the School Act. Formerly, they thought that if they did that which they conceived to be right in their own eyes it was sufficient. Bitter experience has taught many of them the evils of such a course; hence the wise reform and willing compliance to the provisions of the law."

17. *The Reverend John L. Gourlay, March:* "I have learned that the Municipal Council of March has devoted a small sum to each school, (in addition to that which is here reported), to aid in giving prizes to pupils, and to assist in repairing school houses, &c., and that the general interest taken in education is greater than formerly. They have set apart a portion of the Clergy Reserve Fund, to give additional aid to education in this township. The greatest defect is, the small salaries given to teachers, which cannot induce efficient second class teachers to engage in the work."

VII. County of Grenville.

18. *D. B. Pelton, Esq., South Gower:* "I most heartily concur in the free system of education, and with reference to this Township it has become almost universal. I hope the time is not far distant when this system will be adopted throughout Canada West. There appears to be an increasing desire for education both in parents and children. I thank you kindly for your excellent *Journal of Education*, the columns of which are filled with interesting and valuable information. One thing is required in this Township, viz.: Libraries. It is to be lamented that parents should deprive their children of the useful information which might be acquired from such a source. I intend to devote more time in visiting schools, and to exert my utmost endeavours to impress upon the minds of the young, the intrinsic value of education. There has been a nice and commodious school house (24 x 30 feet) erected in one of our sections, which speaks well for the inhabitants."

19. *William Dowling, Esq., Augusta:* "Since my appointment, I have visited nearly all the schools in the Township, and find there is a great want of second class male teachers of the higher qualifications. A few smart young men from the Normal School would be an acquisition to us. There are at present not more than eight good schools in the Township. The remainder are in charge of second class male and female teachers of minimum qualifications. In some sections there is a laudable interest manifested in the cause, but upon the whole there is too much apathy. There is but one school section Library in the Township, which does not indicate that we are as far advanced as we ought to be. I understand that this Library is producing a good influence on the youth of the

school section. Upon the whole, I believe our schools are gradually improving. There is one thing that operates very materially against their general efficiency—a very unequal division into sections. In most of the larger sections mle teachers are employed by the year, while the other sections, on account of their smallness and limited resources, cannot keep their schools open for half a year. This appears to be unjust. It is necessary that the Township should be divided into sections, as equally as circumstances will permit, so that all may have equal privileges. I know that this would be attended with some difficulty, but all should not expect to have school houses at their doors. Another thing which operates against our schools is the negligence of parents in not obliging their children to attend regularly, and not furnishing them with proper elementary books. Some think any old book is all that is necessary, and that if their children get a sight of the school house their duty is performed. Were it possible to devise some mechanical method to communicate instruction without books and maps it would supply the defects of a system that prevails too much amongst us. The majority thinks that learning to read and write, going through the rules of common arithmetic, with a smattering knowledge of English Grammar and Geography, is all the education that is necessary; but it is out of the question that our youth can be moral, intelligent, and enterprising, with such an education as this. Each school section ought to have a good Library, and parents should see that their children get books from the Librarian regularly, and that they read these books during our long winter evenings, instead of rambling about their respective neighborhoods. A great deal remains to be done for the cause of education in this Township. The frequent removal of competent teachers—the smallness of the salaries in most instances—the negligence of parents—their parsimony—the unequal division into sections—the want of books, maps and apparatus—the uncomfortable style and size of the school houses (with a few exceptions), and the bad method of ventilation, all have a direct tendency to prevent any great advancement. I hope that a greater interest will shortly be manifested, and that ere long we will not be behind other sections of the Province in the great cause of education."

20. *Wm. B. Imrie, Esq., Edwardsburgh:* "I am happy to be able to inform you that there has been a very decided improvement in most of the schools in this township, and that the people generally are taking a warmer interest in their efficiency, and evincing a greater anxiety that their children should reap the advantages to be derived from them. Sharing in this truly laudable desire for the promotion of learning now, and for all coming time, our Township Council unanimously concurred in investing, and it has so invested, the money arising from the sale of the Clergy Reserves, in such a way that the proceeds may in a short time wipe off the municipal assessment altogether. When this shall have been accomplished, and all schools are made really free by special enactment, then, and not till then, may we expect to see the education of the youth of our land placed upon a foundation, sure, solid, and lasting. Taken in connection with this, and as having a tendency to lessen the burden which such a change would induce, I cannot urge with sufficient force the arguments in favor of the union of many sections into one

good efficient school, where a well paid and competent teacher could be permanently sustained, capable of preparing young men for entering the higher seminaries of learning, who are now by their remoteness from Grammar Schools precluded from obtaining information upon many branches that are essentially requisite. In this township I am convinced we have too many schools. I have been the more impressed with this fact since my return from a short sojourn in Scotland last summer. There the schools are often three and four miles apart, nor is this in any way hurtful to their efficiency, since they are well filled, answer the end for which they are intended, and are indeed a blessing and an ornament to the country. No selfish motives ought to prevent local superintendents from looking at the matter in this light, and I, for one, shall heartily rejoice if any means can be devised to bring about so desirable a reformation. The school-house, then, would be large, light airy, and ornamental; a sunny green spot the mind could revert to in after years with pride and pleasure, and not as in many cases now, a place where evil habits are engendered, erroneous ideas inculcated, the health seriously injured, and the precious days of the young uselessly squandered, all arising from the want of a really good teacher, a comfortable school-house, and sufficient fresh air. I am glad to be able to state, that the financial affairs of the several schools are beginning to be better managed, because better understood, and I trust the day is not far distant when they will prove all that we could desire. From causes formerly alluded to, I am sorry to have to repeat that the library is not effecting that degree of good which it is so well calculated to promote; nor have the trustees to any extent availed themselves of the liberal offer of maps, &c., (which are indeed much wanted,) though urged to do so with all the zeal of which I am capable. I trust that the benefits arising from good schools may be universally spread abroad and enjoyed by all, and that the cause of education in this Province with which your name has now become so intimately identified, may be all that you and its best friends could desire."

21. *John Burchill, Esq., Wolford:* "There are more schools in operation this year than have been for several years past, and I am glad to find that the ensuing year will still increase the number. The trustees of all the sections in this township have either engaged, or are about to engage teachers for the schools in their respective sections, therefore Semi-Annual Reports, &c., will be required for at least nineteen sections. The additional numbers are, 8, 3, 5, and 15. The Municipal Corporation of this township has made some very great improvements in the boundaries of the school sections, which are now numbered with uniformity, and the limits being fixed no alteration will be required for the future, hence in the next Annual Report the principal part of the school section numbers will be changed. I am also glad to state that the Municipal Council of the township has appropriated the whole of the Clergy Reserve funds for the two years past to the purpose of education, giving an equal share to each whole section, and a half share to each union section. I think the present Council intends to follow the same course. I have endeavored to persuade the trustees, and the inhabitants in particular, (to whom is left the disposal of the Reserves), to set a portion apart for the purpose of

purchasing prize-books, maps, apparatus, &c., and a library for each section, but my persuasions, as yet, do not appear to meet with a favorable reception; but I hope and trust they will ere long see the necessity of taking advice which cannot but tend to the advancement of the rising generation. The schools in this township have progressed favorably during the year, and I doubt not the end of the ensuing year will find them in a much better condition, as the trustees are inclined to employ a better class of teachers. For my own part I will endeavor to use my efforts to further the cause of education, which I have always considered the best means of expelling ignorance and vice, and of introducing wisdom and knowledge."

VIII. County of Leeds.

22. *Lewis Chipman, Esq., Bastard and Burgess, South:* "I think the state of education in these townships is improving. Perhaps it would not be amiss to contrast the state of education in these townships for five years. We find by the Chief Superintendent's Report of 1850, there were then only five stone school-houses; in 1855, there were ten of stone, and one of brick. The total number of pupils attending the schools in 1850 was 846; in 1855, the number was 1123. In 1850, the total number of months the schools were kept open was 153, and the average 8½ months; in 1855, the corresponding numbers were 170, and 10 months. The total amount paid to teachers in 1850 was £234, in 1855, £522. The total number of scholars in arithmetic in 1850 was 304, in grammar 58, in geography 41, and writing 304. In 1855 the corresponding numbers were 529, 112, 110, and 599, or nearly double in all these branches within the last five years."

23. *Elisha Landon, Esq., South Elmsley:* "Very little improvement has been made in the condition of the schools during the last year; the school sections being so small that the inhabitants are not able to employ competent teachers, and only three sections have kept the schools open the whole year. You will perceive that six months is the time that one half of the schools have been kept open, and some of the Trustees cannot read or write; under these circumstances, there is little prospect of improvement."

24. *Robert W. Ferguson, Esq., Kitley:* "The education of the youth attending the schools is at present in a very progressive and satisfactory position; this I attribute to the suggestions which I never omitted to make on all my tours of inspection to the Trustees of each school section,—pointing out to them the benefits arising from adopting a Free School system, and also the indispensable necessity of having properly qualified Teachers appointed, even at a higher rate of salary, to conduct their schools and teach the young. To the first of my suggestions they have so far attended as only to have four with a rate-bill at one shilling and three pence. To my second suggestion, namely, the appointment of qualified Teachers, I am pleased to state that in all cases where practicable, no opportunity was lost by Trustees, in procuring at high salaries, the services of good and competent Teachers, so that at present all our Teachers are excellent. Taking all into consideration, namely, the rejection of a high rate bill and the appointment of a

qualified staff of good Teachers, I anticipate with no ordinary degree of pleasure that, in a short time the schools in this Township will be second to none in the Province, both for their substantial support from the people, the intelligence of the pupils attending them, and the high average which I trust it will be in the local superintendent's power to forward to you next year."

25. *H. P. Washburn, Esq., Leeds and Lansdowne Rear*: "The schools in this Township as a whole are in a prosperous situation. All have, in a measure, become acquainted with the working of the Common School Act, which answers admirably well. It gives all parties and creeds equal rights, as well as equal justice. I have examined the School Act for the last five years; the more I become acquainted with it, the more confidence I have in recommending it to the people. I am of opinion that in your replies to attacks on the school law, you have proved very clearly that, it gives equal rights to all parties and creeds. We have no public library, but three or four Sabbath-school libraries. I have often urged the necessity, as well as the saving in expense of a public library, taking into consideration the chance we have of getting books. As a general principle, all admit it would be advisable by all means to purchase one, but they say the books would soon become scattered and neglected,—that we had better first understand the national books we have, and that we have not the same chance in country places, that they have in towns and cities, on account of their being so thinly settled in many parts, that scarcely any person would take the trouble to walk two or three miles to the librarian to return or obtain a book. I am of opinion that these are very poor arguments against the usefulness and utility of a library; I should like to see one established in every school section throughout the Township; I think we should soon witness the effect it would have on our youth. Our school-houses have, generally speaking, improved. In many sections where but poor houses were erected, they have been replaced by good comfortable buildings; this is a proof that parents see the propriety of educating their children. We stand in great need of Normal School Teachers. That Institution is well calculated to lend a permanent aid to teaching, and all who attend it should give good and sufficient surety to teach school a certain time for a reasonable salary, or to pay certain remuneration in case of default."

26. *Robert McCrum, Esq., M. D., Leeds and Lansdowne Front*: "It is with pleasure I inform you that Education in this Township is improving. The Teachers are of a much superior class to those that have been heretofore employed. The Board of Examiners has adopted the system of an annual examination of all teachers, and at each examination granting them a certificate for the current year, according to merit. This plan has induced in the teachers an imperative desire for improvement, and a decided improvement was apparent at the last annual examination. This system is certainly much superior to the old plan, annually renewing certificates without any examination. The Trustees generally act more efficiently, and the people also are taking a more lively interest in the instruction of their children. A number of new school-houses of stone or brick will be built during

the ensuing summer. This impetus may in a great measure be attributed to the wise and judicious appropriation by the Municipal Council of the Clergy Reserve money to each section according to the number of its inhabitants. Some sections are applying their share to building school-houses; others purchase libraries and maps, or put it at interest. There is yet a great deficiency of instruction in various branches of education even in our best conducted schools, as mathematics, history, navigation, logic, rhetoric, moral and natural philosophy, chemistry, agriculture, and in many cases geography. These are sadly neglected; I trust, however, the time is not far distant when these important branches will be taught in every school throughout Canada, and that they will be equally accessible to the poor man's child as the rich man's, irrespective of classes or creeds or position in society."

27. *The Reverend W. A. Sills, Yonge and Escott Front:* "I find our schools in a tolerably healthy state. I regret to say, however, in many sections strong objections exist against free schools. I shall endeavor, as far as I can, to have free schools established. I fear the teachers are not of that class which the growing demand of the County requires, to make our schools what they ought to be. We want, however, a better class of school rooms in order to secure them. Some new buildings have been erected during the past year."

IX. County of Lanark.

28. *J. A. Murdoch, Esq., Bathurst, &c.:* "You will observe that out of forty-one sections which reported in the Townships of Drummond and Bathurst and South Sherbrooke, eighteen have been free and twenty-one partly free. In those sections in which a Free School has been once tried, it has generally been continued. On the outskirts of the settlement where the land is rough and rocky and the country sparsely settled, the assistance which you have given from the fund in aid of weak and poor sections, has been found of the greatest benefit, enabling the inhabitants in those places to open and carry on their schools. Without such assistance it is very doubtful whether the schools in those localities could be kept open at all. Though the amount which you are able to apportion is but small, the inhabitants find it a great help to them and consider it liberal, and they are most grateful to you for the readiness with which you always comply with their request for some small aid. Indeed a number of children are now receiving the rudiments of education who would otherwise have probably been left to grow up in ignorance. The excitement about Separate Schools has not yet subsided. The subject is one of vital importance to the educational interests of Upper Canada. Had not the agitation been kept up by politicians and others for their own purposes, I believe Separate Schools would very soon have died out of themselves. The impossibility of establishing and supporting such schools in country places is apparent to any one at all acquainted with the state of the population in the rural districts. None but individuals brought up in cities or towns, and who seem to know little or nothing about the wants and wishes of the inhabitants of our Townships would ever advocate Separate Schools in Upper Canada as a general measure. Were such a measure unfortunately ever to pass the Legislature, the consequences would be most disastrous. The children of Roman Ca-

tholics would in that event be completely shut out from education in country places. They all seem as anxious to have their children educated as their fellow countrymen of other denominations, and they are all well aware of the fact, that this can only be accomplished by the united efforts of all. I have heard many respectable Roman Catholics express a decided opinion against any further extension of the Separate School Act. They would be quite content to let it remain as it is. Its provisions are only applicable to cities and towns ; but even there its operation cannot be said to have had any tendency to encourage and foster a kindly feeling amongst the rising generation. No well regulated mind would wish to see perpetuated that bitter religious animosity and rancour which have for ages been the curse of the world, and which are abhorrent to the true spirit of christianity. In regard to Public Libraries now established in many of our Municipalities, the regulations, as far as I can ascertain, are strictly observed, and good care seems to be taken of the books. A considerable number are now in circulation ; on entering almost any house some library books may be found in it. A taste for reading appears to be forming fast, and the influence which these books will exert for good will soon be evident. I think I mentioned formerly that the inhabitants of Dalhousie and Lanark and of some other back Townships got up circulating libraries at the first formation of the settlement. The influence on the inhabitants has been such that juries taken from those Townships have more than once been complimented by the presiding judge for their superior intelligence. The same good result may in time be naturally expected to follow from reading the many excellent books now circulating through our Townships."

29. *The Reverend Alexander Mann, A. M., Pakenham:* "As regards the elementary branches of education, these were taught in school section No. 4, during the last year with ability and success. It is, however, extremely desirable that provision should be made in this locality by the establishment of a Grammar School for instructing those whose views may be directed to the learned professions, for beside other beneficial results which might be expected from the existence of an institution of this nature, it would doubtless have a favorable influence on schools of a lower grade. There is often great difficulty in this part of the Province in procuring properly qualified teachers for Common Schools ; one reason of this seems to be that our youth have not the means of attending Seminaries possessing greater advantages than Common Schools here generally have. Two other schools were also conducted, on the whole, in a very creditable manner. Some branches were remarkably well taught, while as regards others, the progress made by the pupils was not so satisfactory. It is only justice to state, that the teachers of both these schools manifested a sincere desire, in all respects, to discharge their duties in a way calculated to promote the improvement of those committed to their charge. With respect to the remaining schools the Trustees were not fortunate in the selection of teachers. Whatever might have been their general qualifications, they were not successful in securing the confidence of the parents and guardians of the children residing in their respective sections. On this account there was not so much good done as might have been accomplished. If the inhabitants of these localities

had thought more favourably of the attainments of those charged with the instruction of their children, there is reason to believe these schools would have been better attended, and the benevolent object of the Government in a greater measure attained.

In reference to the children of school age, the Trustees generally attribute (as you will see from the accompanying report) want of attendance to indifference on the part of parents and others having the charge of youth. I take leave, however, to say, that I am of a different opinion. It appears to me, there is generally an increasing desire amongst all classes in this municipality to secure the best education that can be obtained for the rising generation. The statement of Trustees may be accurate in reference to the children of laborers who are engaged in railroad operations. But the residence of these in this locality is only temporary. As respects those who permanently reside in the settlement, the cause of non-attendance is distance from the school house, unpopularity of the teacher or necessary engagement in agricultural or other pursuits. So far as I can learn the rules relative to libraries are observed. I have to remark, however, that in some cases where the books have been much used, the binding is giving way. If this is not remedied the books will of course be much injured. As regards the reading of these books I think they have been more generally perused than some of the reports indicate. In one report, in answer to the question "How many volumes were taken out during the year?" The answer is—500 entries. In my opinion, in other sections similar answers might have been returned. It is possible that in some instances the import of the question may not have been fully understood. As there are now a variety of influences in operation tending to render the inhabitants of this Township more intelligent, I am unable to determine what share the Common School Libraries have in effecting this result."

30. *The Reverend John McMorine, Ramsay:* "One good effect of the present state of the law is, that none of our schools are now vacant. Trustees are everywhere on the alert to get them filled. Teachers, however, seldom continue above one year in the same school. The Grammar School at Carleton Place, in Beckwith, is of good service in supplying teachers of respectable attainments. Some of our female teachers have given place to male teachers this year. Few now rest satisfied without a second class certificate, and some aspire to a first class. The greatest evil we have to complain of is, irregularity of attendance of the pupils. In some schools it has been sufficient to render the formation of classes next to impossible, and greatly to discourage the efforts of the master. The books in the libraries are extensively read, and with lively interest. They are creating and nourishing a taste for reading, and thus promoting the intelligence of the people. The result I hope will be such a preference for intellectual pleasures as will tend to withdraw the young from what is gross and sensual, and thus purify the moral habits. I belive they also have had an influence in originating debating societies, some of which now exist in the township. It is with considerable concern I see the annual allowance given to superanuated teachers dwindling down to so miserable a pittance. I fear that unless the

scheme be improved it will never be turned to much account. I know of one teacher of long standing, and very respectable character, now old and feeble, who, having received only £11 out of the fund last year, and having nothing whatever beside, is reduced to a state of semi-beggary. If anything can be done to render the fund more profitable, the cries of many poor teachers unite in urging you to exert your great influence for that object."

X. County of Renfrew.

31. *The Reverend H. MacMeekin, Pembroke, &c.:* "The Common School system is making slow but steady progress in this part of the county. We are getting up new school-houses on good sites. The people are beginning to wake up to the advantage of education, and their attendance at the public examination evinces a deeper interest in the cause. We have now two first-class teachers in this village who are rendering efficient service, and their schools are both well attended. What we chiefly want to place these schools in a state of thorough efficiency are sets of good maps, &c., with other apparatus. The library works well, and is scattering the seeds of youthful knowledge throughout many families in the community. I have every reason to believe that the regulations are strictly observed, and that the advantages derived from the library are highly appreciated."

XI. County of Frontenac.

32. *The Reverend Francis W. Dobbs, Kingston:* "The Common Schools in this township are, I believe, in an improving condition. Some few schools are, I am happy to state, in very efficient working order—creditable alike to the section and the teachers—but I regret to say the majority are in a most inefficient condition; some of course worse than others, but all manifesting great apathy on the part of parents and trustees. Several of the present school houses are quite unfit for the purposes of education, and it is hoped a proper spirit will be manifested by the inhabitants to secure for their children suitable buildings, as conducive to their advancement in knowledge and the general well-being of the sections. It will be seen by the report that only three of the schools are free, although several are approaching nearer to that system which it is believed will be found most generally beneficial, and calculated to secure the education of all. The report will also shew a lamentable deficiency in those aids to education so highly recommended by the Education Department. The necessity of procuring maps, &c., has been strongly urged, as essential to both teacher and scholar. The valuable counsel of the department to open and close each school with prayer has only been attended to in three instances, as will be seen by reference to the report; and although the question as to the use of Bible and Testament is answered in the affirmative, I regret to say that in the majority of schools, the importance of the subject is not fully realized, and that it exists only in name, not in reality. In many instances the trustees reports have been very badly filled, showing the necessity of selecting persons capable of doing the duties of that important office. The manifest inattention to these things has led me to press home their

importance upon every occasion of visiting the schools. I have drawn the attention of all parties to the value and privileges of reading a portion of God's Word, and opening and closing the school with prayer, urging upon teachers their duty to seek the spiritual welfare of the children in every way permitted by the Board. I cannot conclude these remarks without stating my regret at the lamentable ignorance displayed in respect to the Scriptures in most of the country districts, and expressing a hope that all Protestant denominations may yet unite and adopt some plan which will secure for their children a large amount of Bible instruction. If Protestants cannot agree in this all important matter (which I believe they could without infringing on their peculiar tenets) I confess I look forward with much anxiety to the future prospects of a large number in our community, who, owing to the carelessness and ignorance of parents, and the want of Scriptural instruction, are growing up "without God and without hope in the world." The County Boards of Public Instruction are giving their attention to the improvement of every class of teachers, having special reference to their moral character. Could we only obtain a larger amount of "the religious element," agreeable to all Protestant denominations, the school system in Upper Canada, would, I believe be unviolated, and tend to the salvation of immortal souls, the future glory of this country, and the credit of all concerned in this most important work."

33. *James Leahy, Esq., Loughborough:* "At present the people do not appear to manifest much interest in School Libraries, and we have here but one Township Library tolerably supported. A spirit of ambition has manifested itself in this locality during the last year, and we have a class of young and aspiring teachers who promise to become useful."

34. *The Reverend Edward C. Bower, Pittsburgh:* "In presenting my Annual Report, I am happy to say the free school system is being better appreciated in this Township, and shall be glad to see it universally adopted, as, in my opinion, it is better suited to meet the wants of the whole community. In the two sections where separate schools are established, the people who formerly lived on the best terms with their neighbors, are now at deadly hatred, entirely caused by this division."

35. *Thomas Grant, Esq., Portland and Hinchinbrooke:* "I regret to say the standard of education in the Townships of Portland and Hinchinbrooke is decidedly low, although I think I may with confidence affirm that some of the schools made progress during last year. I regret that no section in these townships availed itself of the opportunity given by the Government for the establishment of school libraries. I think that maps and apparatus will be obtained for some of the sections during the present year."

36. *John Spring, Esq., Storrington:* "There seems to be little improvement in our schools during the past year, and unwillingness on the part of trustees and teachers to carry out the regulations required."

XII. County of Addington.

37. *Joseph Parker, Esq., Camden East:* "The library regulations are generally very well attended to, and wherever there is a Sunday School library, it exerts a good moral influence on parents as well as children. It is much to be regretted that there is not a township library in this wealthy and populous locality. The Common School Act is in general favor, and seems to gain in the good opinion of the people. It is a cause of much regret that local superintendents are on such a slender and uncertain footing with respect to their tenure of office, (in this township at all events,) for they no sooner gain a knowledge of the localities and wants of school sections, than from political motives they are removed, but I suppose it cannot be helped under the present system of appointments."

XIII. County of Lennox.

38. *Alexander Martin, Esq., Richmond:* "In reference to our common schools in this township, I do not know that I have anything very materially different to say from what was reported last year. However, I think I may safely affirm that the public mind is getting more thoroughly aroused to the importance of education, and also to the maintenance of our common school system in its purity. I think the people of this township are united almost to a man in saying 'a broad system of unsectarian education is what we want.' As I only undertook the duties of local superintendent last August, I do not come to this conclusion so much in my official capacity as from my previous knowledge of the people. It is gratifying to inform you that we are about providing a permanent fund for our common schools. With a zeal as enlightened as the cause was worthy, our township council has purchased debentures with the amount of Clergy Reserve money apportioned to this township, the interest on which is appropriated to the common schools. It would have been a memorial worthy of our rising country had our legislature fixed the money derivable from the sale of Clergy Reserve lands in such a way that it could not be divested from the support of common schools. As it is, even in cases where our township councils have taken an enlightened and liberal view of the matter, the money at every returning election is liable to be swept away in building, or in repairing some mud hole in front of an interested person's door. I think the disposal of the money has given pretty general satisfaction in Richmond. Still there are some so blinded by self-interest, that they would rather have it applied to lighten their tax or make some particular road or bridge, than have it to pay for the education of their children, and those of future generations. There is a defect in the present law in regard to the erection of school-houses. While trustees are supplied with ample power to levy and collect any rate for the purchase of site and the building of school-house, they are left at the mercy of every one from whom they purchase to pay whatever price their cupidity may place upon the land. Let us instance a case. A person with large landed property is applied to for ground on which to erect a school-house. He gives ground enough to place a school-house upon,—say, the twelfth part of an

acre,—gratis, on condition that he is exempted from all tax for the building of that house. His tax for the building would probably amount to from $40 to $50, but the trustees are compelled to take the offer, as no other person has laid sufficiently near the centre of the section to build upon. This is no supposed case, but one that has occurred, or will actually occur. I do not see why school corporations should not have a right to claim a fair quantity of land on which to erect buildings at a reasonable remuneration as well as railway corporations. Our common school library for the township is divided amongst the different sections, but does not seem to be appreciated as it should be. I think, however, that a greater interest is being manifested, and that the taste for reading is improving amongst the people. The regulations are not I think so generally attended to, or as strictly as they should be, but I have only the privilege of knowing about a few sections. It is to be hoped that the legislature will soon again take action upon our school question, and place a common school education within the reach of every individual by adopting the free school system. If it was adopted, I cannot help thinking it would be a great saving as well as the means of stopping a great deal of contention and strife between the people of almost every section. I am apprehensive that the tightness of the times has induced many sections at the last general meeting to change again to the rate bill system which had formerly adopted the free school system."

XIV. County of Prince Edward.

39. *John B. Denton, Esq., Ameliasburgh, Athol, &c.:* "I feel grateful to have it in my power to inform you of a steady progress here in the art of teaching. Our schools are all in operation, and the greater part of them present a very decided improvement upon the past. There are a few exceptions, however, to the general prosperity, arising from the practice of employing young females to teach large boys, who are not very well disciplined at home, or noted for amiability of manners abroad. The result in such cases can, nine times out of ten, be easily predicted before the course of instruction commences. Though we have not an over-supply of highly accomplished teachers, it is certainly cheering to know our staff is gradually becoming more efficient, and that at the rate we are advancing, we hope in the course of a few years to give a far more favorable account of the march of learning in this quarter than the most sanguine have ever bargained for. We, sir, are justly proud of our school system, and though we hear it occasionally assailed by the inconsiderate, that gives us no uneasiness as to its final triumph. The inhabitants of this country are a peaceable, intelligent and law-abiding people, and capable, as all men of knowledge are, of making a great allowance for the prejudices and ignorance of those who differ from them on many subjects; but there is one object,—I mean our school system,—so entwined in their feelings, that to approach it with any other intentions than respect and toleration, would raise a storm of indignation not easily withstood by the offending party. Every true well informed man of this county takes an interest in our school system, untrammelled by the tinkering of sectarianism, little short of a Briton's interest in those far famed concessions made at Runnymede by the imperious John. There is a growing anxiety

here among all classes to obtain as it is termed a good common school education for their children, and it is generally acknowledged that this cannot be accomplished without a sufficiency of reading material. It is said, 'none are so blind as those who will not see,' which maxim will appropriately apply to many of the opponents of libraries, not only in this but every other innovation. The school libraries here, have been, and are still of incalculable value, particularly in the Township of Sophiasburgh, where a taste for general reading existed among many of the adult population previous to the establishment of a library, consequently the youthful portion of the community had the benefit in this respect of the precept and example of old age. The council of Athol is about forming a township library of the books which heretofore have been in sections, and this I have no doubt will make a great change for the better. The principal objection to section libraries appears to arise from the difficulty of changing books: a librarian who has observed all the rules of his office, does not wish to accept the volumes from another who has not, hence it follows that the books remain stationary leaving the vacant sections destitute. By way of conclusion, to show that all the men of Athol do not consider themselves to have been badly booked, I heard one of them say, not long ago, that he valued the information obtained from one of the volumes at one thousand dollars, confessing at the same time he felt ashamed of his previous ignorance and of his being amongst those who had given past opposition to the purchase of books.

XV. County of Hastings.

40. *James J. Ryan, Esq., Huntingdon:* "The schools in this township are considerably on the advance as regards improvement. All the schools with but few exceptions, are supported on the free system. The people seem to manifest an active interest in common school education. Within four years, one-half of the school-houses in this township have been re-erected on new and improved plans, either of brick or frame, and in all probability, in the course of four years more, the other half will be erected in a like manner."

41. *George Wiggins, Esq., Marmora:* "I am glad to inform you that all the schools in this township are free for this year. The people and trustees generally speaking are for the free school system. Many of the trustees cannot read or write, which causes a great deal of trouble in making out the reports."

42. *Joshua McLean, Esq., Rawdon:* "I am happy to state that there is a vigorous tone of improvement in the schools of this township. The people are anxious their children should be educated at all hazards, the free system works admirably, and all those schools that have made a trial are determined to prosecute with vigor a system which gains all but universal approval. With one exception the trustees of the different schools work unanimously, and in this case the animosity is of a private character. The more intelligent portion of the section greatly censures the prevailing spirit of the said trustees. Alterations have recently been made in the postal arrangements of the township, so in future I hope we shall receive the *Journal of Education* more regularly. This is greatly

to be desired. On all occasions I endeavor to impress the necessity of being acquainted with the progress and management of other schools, and the importance of embracing the excellent precepts given in your valuable journal."

43. *Thomas D. Farley, Esq., Sidney:* "I have much pleasure in stating that school operations in this township during the past year have been conducted with greater harmony and unanimity than the five preceding years. The trustees have endeavored to conduct the schools in accordance with the School Act. There has not occurred an instance where the trustees have acted as the law directs that the inhabitants have not co-operated with them. I am decidedly of opinion that if we select proper men for trustees, men that will act wisely and judiciously, it will in most instances be the means of doing away with the strife and excitement in neighborhoods in carrying out the School Act. We have much to encourage us in using every effort to promote the good effects of our admirable school system. I have no hesitation in stating that we have made some improvement during the past year. There appears to be an emulation in the teachers to exert themselves, so that they will not be excelled by their competitors. This principle has been greatly augmented by friendly intercourse and by visiting each other's schools at public examinations. Your valuable *Journal of Education* is sent to every section in the township, and is highly prized and eagerly read by many. Our excellent library consists of upwards of 1,100 volumes, distributed through various parts of the township. It is universally approved of, and the effect thereof is especially discernible among the youth."

44. *William Sills, Esq., Thurlow:* "The schools have been in operation most of the year, and I can see some improvement both in general management and the interest taken therein. The free system seems to become more popular with the people the better they are acquainted with it. The library books are all covered, and have been taken out by several of the more important sections, and where they have been read, the influence produced is decidedly good. I shall endeavor to make all trustees take a deeper interest in this matter. The boundaries of the sections in this township are very indefinite, there being no map to refer to.

45. *F. Warwick, Esq., Tyendinaga:* "I am satisfied that there has been great improvement in the schools of this township. The length of time they have been kept open, viz.: nearly eleven months, is a cheering sign that the cause of education is receiving that serious consideration from the people of this township that it should have. Another good feature I find is, that unqualified eachers can no longer obtain schools on account of their cheapness, and I know of more than one school allowed to remain idle rather than employ cheap but inefficient instructors. The people begin to see the necessity of employing those persons who can educate their children, so that when they arrive at manhood they may take their proper position in life, without being a disgrace either to their parents, or the country to which they belong. Parents are becoming aware that although they have been able to pass through life with tolerable success with

regard to pecuniary affairs, it was owing to the mass being also ignorant; but now the world is becoming wiser, and to be an ignorant man in Canada is not only a disadvantage but a disgrace, because the means of education are now placed within the reach of the humble, and therefore it is a person's own fault if he has not education. The township council, on my recommendation, liberally granted the sum of $380 for the purpose of obtaining a library, which with the same amount granted by the Department, has furnished the township with an excellent assortment of books. The library is placed under my charge, and I have divided it among the school sections according to the number of inhabitants. The books are all covered, labelled and numbered. Most of the sections have taken out their books, which from the reports appear to have been well read. I am fully persuaded that the library will be a great benefit to the township, more especially to the rising generation. Indeed, I can already perceive quite an improvement in the minds of the youth of those sections who have had access to the library."

XVI. County of Northumberland.

46. *Edward Scarlett, Esq., Alnwick:* "During the past year a more uniform system of teaching prevailed ,than that which had hitherto been practised, and a greater aptitude, approaching in some measure to thoroughness in teaching, was manifested by most of our teachers. Upon the whole there was perceptible proficiency made in most of our common schools, yet not so much improvement as the ardent friends of education would desire. Our hopes are not very sanguine that a genuine reformation can take place, until we are supplied with teachers whose aim will be to educate the youth of our country in those principles of true civilization and genuine morality which will make Canadian influence be felt and acknowledged from 'the rising of the sun to the going down of the same.'"

XVII. County of Durham.

47. *The Reverend Wm. Logan, Manvers, &c.:* "I am glad to be able to report a gradual improvement in the schools generally in these townships. The free system is beginning to be better understood and more generally adopted. The people manifest a more lively interest in the cause of education. A higher standard is looked for in teachers, and a greater willingness shewn to afford them more ample remuneration. We have only one public common school library, that of No. 5 Cartwright. The books are not much sought after, a prejudice having sprung up on account of republican ideas being inculcated in some of them."

48. *The Reverend T. W. Allen, Cavan:* "I think the contents of this Report shew plainly that education matters are making considerable progress in this Township. The fact that the average salary of the male teachers employed amounts to nearly £80 proves that education is better appreciated than in former years, and that the character of the instructor is gradually attaining that elevation

which it should occupy in the community. The introduction of maps in the schools is producing the happiest results, making the study of geography a delightful recreation, instead of a dry and tedious drudgery to the children. I have used my best exertions to induce the various Boards of Trustees to procure the excellent maps of the Department, and I have been well rewarded for my labor in looking at the happy faces of the children when called up to geography, at my stated examinations, and in perceiving the remarkable progress made in many instances in a very short time. I hope ere long to be able to report that every school under my charge is provided with a set of maps. You will perceive that there is only one common school library in Cavan. I believe the regulations are very well maintained in the management of it, and as far as I can ascertain the books are eagerly sought for. I should say that this library is exerting a very happy influence in the section. A brick school-house has been erected in Millbrooke (section 11) during the past year, at a cost of about £500, and a first class Normal School Teacher has been provided, and it is intended, as soon as possible, to procure the services of a female teacher of similar qualification. All this promises well."

49. *The Reverend George Lawrence, Clarke:* "The major part of the schools in this Township are, upon the whole, in a good state. Two new school-houses have been built during the past year, with good prospect of more next year."

50. *Duncan Cleghorn, Esq., Hope:* "In reference to the general state of education in this Municipality, I may say that there is a steady improvement in the condition of the schools. Two new brick school-houses have been erected in the Township during the past year. Several of the schools have availed themselves of the advantages held out by the liberality of the Legislature in procuring maps and apparatus, and all are making arrangements to do the same. But it is not only in the material condition of the schools in furnishing the necessary appliances for successful teaching that an improvement is discernible—there is a more general appreciation of the services of good teachers and a greater disposition to pay such salaries as will procure them. I think the greatest improvement is really made. In the ability of the teachers at present employed in the Township there is a decided improvement over the past year."

XVIII. County of Peterborough.

51. *Thomas W. Poole, Esq., M.D., Asphodel and Belmont:* "I write in regard to Asphodel, in which the schools as a whole will probably compare favorably with those of other Townships in this County. But there is great room for improvement. In too many of our schools it is apparent that the best methods of teaching are not understood, or at least not practised. Many children, in consequence, spend months in learning what, under judicious guidance, they might acquire in as many weeks The most efficient way to remedy this state of things s to encourage the introduction of trained teachers into our schools—men who

are not only acquainted with the branches required to be taught, but who understand how to teach them to the best advantage. I am happy to observe a growing desire for teachers of this class, and I trust the time is not far distant when their influence will be practically and permanently felt in all our schools and in the community generally. During my recent visit I have endeavored to impress upon those concerned, the necessity for pupils thoroughly understanding each lesson before passing to the next; and if this rule were adopted the spectacle would not so often be presented, as it now is, of scholars in the fourth and fifth readers who are unable to read with ease and intelligence the lessons in the second or third; or of boys in the more advanced rules of arithmetic who seem to know little or nothing of the first principles of that science. Some teachers, and many parents, in a mistaken anxiety to push their children forward, seem to forget that the excellent series of National readers are expected to be learned as well as merely mechanically read; and that the point of merit consists not so much in passing glibly through a lesson, as in understanding the meaning it conveys and appreciating the instruction which it teaches. The school teacher, even when devoted and faithful, has many disadvantages to contend with, from the irregular attendance and wayward habits of his pupils, and also, not unfrequently, from untoward home influence; and it should be t e aim as it is the interest, of all deriving advantage from the schools to encourage and assist him, so far as possible, in his arduous duties. The Municipal Council for this Township displayed its liberality last year by appropriating $100 towards the purchase of maps, &c., for the several schools. The result has been that every school in the Township has been furnished with the more necessary maps, and the three village schools, viz., Norwood, Hastings and Westwood, have each received, in addition to these, a complete set of Holbrook's apparatus. These, we trust, will prove both useful and attractive, and contribute largely to the scholastic interest. Belmont is considered by some as a rather backward place, but on visiting it there will be found not far from the centre of the Township, a fine large school-house, painted within and without, and well supplied with good maps and other valuable school apparatus, so that it is not an unprogressive place after all. And this opinion would be confirmed on observing the neat frame houses springing up here and there, and more than all, by meeting and conversing with some of the very intelligent and respectable farmers, who are speedily effecting such changes and improvements in that Township as will soon make it in appearance second to none in the County. The schools during the time they have been kept open, have been in advance of those in many older Townships; and as some of them are but yet in their infancy, high hopes are entertained of their future usefulness and efficiency."

52. *James Brennan, Esq., Ennismore:* "I am not able to express an opinion in regard to the state of the schools in all the sections. From personal inspection, I should say the sections are by far too small, the children attend irregularly, and parents manifest but little care about the result. The smallness of the sections and the poverty of the people also render them unable to keep

the schools open the whole year. These, with other disadvantages, lead to a continual change of teachers, and Trustees are frequently obliged to employ men of an inferior class."

53. *The Reverend Francis Andrews, Otonabee:* "I may state generally that education is progressing in our Township. There is a taste for it in all the sections, harmony prevails, and there is general satisfaction among all sects with the Common School system The class of teachers is superior to those we formerly had, and there is a desire to have good buildings in which to educate the young. During the year there have been built in the Township three beautiful school-houses which do great credit to the sections to which they belong, and I have no doubt that others would have been following the example had it not been for the general panic. I think there is also less desire for changing teachers. The people are beginning to see that it is not to their advantage to change teachers every few months, if they have any one likely to suit them. I have no doubt but your efforts to give a good education to the youth of the West will eventually be crowned with success, and that the people in general will soon come to feel that it would be the greatest calamity that could befall them to lay a ruthless hand upon our Common School system."

XIX. County of Victoria.

54. *The Reverend D. Wright, Fenelon and Verulam:* "Schools here are in a forward state, and I wish to do what I can to promote education, which you have labored so hard to bring within the reach of all classes in this province."

55. *The Reverend Gilbert Tweedie, Eldon and Mariposa:* "You will observe that in nearly all sections in both Townships a library has been established. I believe there is now one in every section. As only a few of them have been open to the public during the whole year, their influence upon the people has not had time to be much felt, although I am confident that so far as it has been felt it is of the most beneficial character. So far as I have been enabled to ascertain, the regulations relating to the libraries are faithfully carried out. With regard to the progress of education in the Townships under my care, I have pleasure in stating that it is much greater than I anticipated twelve months ago it would have been. The teachers generally are better qualified for their important duties now than formerly. Young men of talent are devoting themselves in greater numbers than perhaps at any former period to the profession of teaching. Trustees are more anxious than they used to be to employ none but good teachers. Third class teachers are getting into disrepute, and the result is the "incapables" who a few years ago possessed a monopoly of the profession are being dispossessed, and the educational interests of the young and rising generation attended to in a manner more proportionate to the demands of the enlightened age in which we live, and more in accordance with the spirit of the free institutions which distinguish our beloved province. The present aspect of affairs is bright,

and we may, without presumption, indulge the hope that a still brighter future is in store for us. In these Townships there exist no Separate or Sectarian Schools, and there is, I am sure, no desire on the part of any for their establishment. All classes of the community, Roman Catholic and Protestant, cordially unite in their efforts to promote the interests of our common or undenominational system. The more I examine into the matter, and the oftener I come into contact with individuals of the Roman Catholic persuasion, the more do I become convinced that the demands for Separate Schools on the part of perhaps a majority of the adherents of the Church of Rome in this province, originated not with the people, but with the clergy. Intelligent Roman Catholics have assured me that, in their candid opinion there was no necessity for Separate Schools, and that if their clergymen would allow the people to act according to their own judgment, they would almost to a man be perfectly satisfied with the Common School system of the country, and would ask for no sectarian privileges. In the Township of Eldon there are a number of Roman Catholics, but among them priestly interference is a thing unknown, and the consequence is they are as firm supporters of the Common Schools as are their more numerous Protestant neighbours. And where the clergy do not interfere I find that their people have the same confidence reposed in them by Protestants of all classes as if they had been Protestants. For instance, and I could give more than one, there is a school section in Mariposa containing just one Roman Catholic family, and the head of that family was unanimously elected a year ago to fill the office of School Trustee in his section, and I am happy to state that he continues to fill the office with credit to himself and so as to afford entire satisfaction to his constituents. May the Lord watch over our whole school system and guard it against the assaults of every foe whether open or disguised."

56. *A. Lacourse, Esq., Ops:* "I am happy to say the schools are improving in many respects,—we are getting a better class of teachers, and the school-houses are being repaired and made more comfortable. The free principle generally prevails throughout the Township, and I find that schools supported in any other manner do not flourish to the same extent as those which are entirely free. One or two of the schools have during the past year procured Maps and other apparatus, and I have every hope that the other schools will adopt a similar course."

XX. County of Ontario.

57. *Alfred Wyatt, Esq., Brock:* "I think my report for 1857 will compare very favorably with that of 1856. Every child has had the means of instruction brought within its reach, for every section school has been in operation on an average more than eleven months. That the parents have not been slow to avail themselves of the opportunities thus afforded them will be seen by the great increase in the average attendance for the corresponding six months ending respectively the 30th June, 1856 and 1857. Thus the average attendance from January to June, 1856, was 244, and in corresponding months, 1857, 376, giving

an increase in favor of 1857 of 132. Although only one section procured Maps from the Department in 1857, this year (1858) two sections have already followed the example, and four or five more are only waiting for opportunities to do the same. As regards the Public School Libraries, they may as yet be compared to mines of wealth whose treasures are but little explored, and it will be some time before their value will be fully appreciated."

58. *D. G. Hewett, Esq., Mara and Rama:* "I look forward not only to improved intelligence in regard to the half-yearly and annual returns, with which I have taken much pains, but also to an accelerated progress in education throughout the Townships. One new school-house has been built in the past year of very respectable character, and others have been enlarged and improved. The teachers are more efficient than heretofore, and I believe parents have now a higher estimate of the value of education to their children, consequently we may expect a better and more regular attendance. The cause of education cannot be expected to start at once into public estimation in such a mixed population as we have here. The parents have felt no other incentive than their own incapacity (which should be enough) to urge forward their children, but a spirit of emulation is, I rejoice to say, being felt among the pupils, and that, if encouraged, will do more to stimulate the teachers and bring about a better appreciation of the blessing gratuitously afforded to the community than any other thing. This will lead to a higher estimate also of the regulations in all respects. The Library has not met with the welcome anticipated, except in certain locations; parents generally have neither the ability nor leisure to be general readers; but, as the rising generation improves, the books will be more sought after; indeed they have been more asked for in the past year than before. I trust the feeling will continue by degrees to be less sectional. The Council has divided the Library into five parts, and appointed a branch Librarian in each ward, changing the books occasionally, which I believe to be the best mode of bringing them into general use."

59. *Ebenezer Birrell, Esq., Pickering:* "I am happy to have it in my power to state that the schools are better taught than reported; and the changes which are making, so far as I can judge or hear of, are for the better. They are all well attended, with one or two exceptions; in these sections fever has been prevalent and fatal. The regulations generally are observed. It is very difficult to state what effect the Libraries have, as there are but few persons in each section who are either capable, or will take the trouble to judge about the subject, and with these the local Superintendent may not have the chance of an interview."

60. *The Reverend R. Monteath, Scugog and Reach:* "It will be seen that except in two cases the several schools in Reach and Scugog have been open throughout the year, and these exceptions would not have had to be noticed if the times had been better. The progress made and the discipline kept up have rather on the whole exceeded those of the preceding year. If in one case the teaching has fallen off, in various others it has positively improved, and I think I have had less ground of complaint than formerly in respect of putting pupils into books

before they were prepared for them. It has gratified me that during the past year three sections have provided themselves with additional Maps, &c., and these I have observed are interesting to the pupils, as well as a valuable help and stimulus to the teacher. The lectures given have not, I hope, been non-productive of good; but insuperable obstacles have kept me from giving the full quota, and in some cases the numbers in attendance were far from encouraging."

61. *The Reverend Robert H. Thornton, Whitby:* "There is the appearance in my report of what is not strictly correct, viz., 'That the Libraries were not in all cases open.' The Council required the books to be returned during the fall for re-distribution; but, owing to want of regular notice, several sections have not yet returned them, and, through the dilatoriness of the Town Clerk, the Libraries are almost inoperative at the present time. All sections are anxious to have their cases returned, but, owing to the division of the Township, a further delay will take place. The regulations are generally observed, and I learn the desire for reading is on the increase. In Oshawa no regulations were observed. The books were issued uncovered, unnumbered, and without a catalogue. The result is, the Library is well nigh destroyed. The report shews but few sections as using only the books authorized, which is owing to the introduction of extra studies, such as Physiology, Botany, &c. There are a few cases where the old spelling-book is still used, but, as a general rule, the authorized books are the only ones to be found."

XXI. County of York.

62. *The Reverend James Adams, King:* "In transmitting my report to you, it gives me great pleasure to observe a considerable improvement in the schools of this Township. The average attendance, is larger than that of the preceding year, and indeed it might be still greatly increased if the free school system were more generally adopted. I have been endeavoring to recommend it to Trustees and others, but I am sorry to say that in only a few instances have I been successful. Its advantages, however, are becoming more apparent, and I hope the day is not far distant when landed proprietors will consult more the good of the community than their private interests. The schools are supplied with libraries, and the books are read by most of the inhabitants during the winter months. In summer, however, the people are so busily engaged that there is very little time devoted to reading. The *Journal of Education* comes regularly to the post-office, but in some sections it is very little read, unless by the teachers. We have no Separate Schools in the Township. The people of all religious denominations seem to be well satisfied with our Common School system, and I do hope we may never see the day when it will be broken up by sectarian jealousies. We have two or three private schools in the Township, but there is only one of them confined to the rural districts; nor would it ever have been introduced had it not been for the inefficiency of a teacher who was retained in the section contrary to the wishes of the inhabitants. On the whole, I am happy to state that there has been satisfactory progress made during the past

year, both as regards the proficiency of the pupils in their respective studies, and the growing desire manifested by parents and Trustees to have sound instruction imparted to the rising generation."

63. *The Reverend George S. J. Hill, Markham:* "In transmitting my report, I have great pleasure in stating that its contents manifest an increasing interest, on the part of the inhabitants of this Township, in the work of education. The schools have all been in operation during the year. Sixteen of them were open the whole year, and the average time of each was eleven months and seven days. There has also been an increase in the attendance of pupils, the average of this year being 1,507, an increase of 463 over that of last year. The Scriptures are read in all the Common Schools of the Township, the only exception to the rule being in the Separate School at Thornhill. Sixteen of the schools are opened and closed with prayer, according to the programme received from the Council of Public Instruction. In the case of schools where prayer is omitted, it may be attributed to diffidence on the part of the teacher, rather than any opposition on the part of the Trustees or parents of the children; this diffidence will, I hope, by gentle persuasion, be soon overcome. We have had no new school-houses built this year, but several are in contemplation. I hope soon to see a good school-house in each section of the Township. The valuable work called "The School-house and its Architecture," several copies of which have been kindly sent to us by the Education Office, will prove of great service, affording useful hints to those who contemplate building; and awakening, in others more backward, a desire to engage in this important work. The catalogues of library books and school apparatus have all been distributed, and they will, I trust, create a desire (now that books can be procured on such advantageous terms) of procuring the necessary apparatus and a good library, without which no school house can be considered as completely furnished."

64. *The Reverend J. G. Armstrong, B. A, Vaughan:* "After an experience of five years in the arduous (and I may say thankless) work of superintending the Common School of Vaughan, I can speak most favorably regarding the progress of education. The teachers are much better informed and more desirous of improving themselves; the Trustees are becoming more alive to the necessity of having good instructors, and are offering salaries which command the services of efficient men. In short the schools in every respect, not only in my own superintendency (which I now resign in consequence of change of residence), but elsewhere throughout the Province, have undergone a wonderful change for the better during the above period of my incumbency.

65. *The Reverend Richard Jones, York:* "From my report you will see that we have been making a little progress during the past year. We have more schools, both common and private, in operation, than previously. With a few exceptions, the Common Schools have been kept open the whole year. There are also more free schools than we had the year before. Every day the fact is becoming more apparent, and the people are more inclined to admit that free schools

are best for all parties. In them we have the largest average attendance, and of course they receive more assistance from the public than those which are not free. Even those persons who were formerly much opposed to having the schools free are yielding to the influence of plain matter of fact, and admit that they are the most profitable. Our schools are nearly all opened and closed with prayer, and the Holy Scriptures are used more or less in every one of them; and in my visits I am careful in addressing the children, to impress upon them the importance of practising what they learn from God's own book, assuring them if they will acknowledge God in all their ways, He will direct them in their paths. So that while our schools are not sectarian, they are substantially Christian schools. Yet there is much room for improvement. It certainly is a reproach to us that more than four hundred children of school age are growing up in the old, rich, and in many respects flourishing Township of York, without deriving that benefit from our excellent school system, which it is so desirable they should receive, in common with others; and it is exceedingly painful to know that the principal cause of their misfortune is the indifference and carelessness of their parents. In my public lectures, I try to show the people how exceedingly dangerous it is to the interests of our country to allow their children to grow up in ignorance. But the difficulty is to get at the persons who are guilty, for if they care but little about the education of their children, it is not likely that they will care much to listen to lectures on the subject. I regret very much that so few of the Trustee Boards are inclined to establish School Libraries in their several sections, and thus avail themselves of the advantages offered by you in the purchasing of books. The only reason that I can give for this apparent indifference to a matter of so much importance is, that many of those families who ought to take the lead, and who would be at all likely to set an example worthy of being followed by others in regularly procuring books, are tolerably well supplied with books of their own, and they also have the benefit of the Township Library, which is divided among the several wards; also of some good Sabbath-school libraries. Still, I think if each section had a good library in connection with the Common School, there is no telling how much good it would accomplish. The apportionment of the Clergy Reserve money which the Municipal Council has made to each section, I am sure could not be, as I have taken occasion to state in several places, more advantageously laid out by the Trustees, than in establishing such a library, that all the children in the Township would have the opportunity given them of learning to read, and they might also have the privilege of getting interesting and profitable books to read when at home. In concluding these remarks, I think I may venture to say, without the least fear of being contradicted by any intelligent person who can compare the present with the past, that the people are becoming more determined every day to maintain the present excellent system, which, through a kind Providence, you have been the chief agent in giving the country."

XXII. County of Peel.

66. *The Reverend Thos. Leach, Toronto:* "The official report, required to be made according to the form prescribed, is so very full and extensive in 'facts and figures,' that it may be said to set forth the condition, in every respect, of all the schools in every Township. But little, therefore, remains to be told in words. I may, however, remark, that the expectation entertained and expressed last year in regard to the more general reading of the Scriptures and prayer in the schools of this Township, has been realized. As to the libraries, I must confess they do not seem to be at all appreciated as they ought to be, but perhaps more could not be expected, from the limited privileges heretofore enjoyed by many of the pioneers of our country, for a certain training is requisite in most cases to beget a taste for extensive reading."

XXIII. County of Simcoe.

67. *James Hart, Esq., Adjala:* "I am sorry that I cannot boast of any improvements in the Schools of this Township at present (cause, incompetent teachers)—and Trustees manifest indifference to employing the same teachers for any length of time in the same school."

68. *Henry A. Clifford, Esq., Medonte, Flos, &c.:* "In the Townships of Flos, Medonte and Vespra, I have made frequent inquiries with regard to the influence and condition of the libraries. In Medonte the library is deposited in different sections, and at intervals the books in one section are removed to the adjoining one, thus placing within convenient reach of the whole Township, all the works of the library. A very general interest seems to be taken in them, as is evidenced by the circulation. In Vespra and Sunnidale, 500 volumes on different subjects were obtained from the Library by the people last year. The circulation has increased every year since its establishment, and the inhabitants manifest a growing taste for its enlargement. The plan adopted in Medonte of placing the library in sections, would materially increase the circulation (if carried into effect at Vespra) as at present numbers are precluded its use by the distance they reside from it.

69. *The Reverend John Gray, Oro and Orillia:* "In regard to the libraries there are two, one in the Township of Oro, numbering about 500 volumes, and another in Orillia, of upwards of 300 volumes. The books are much prized, and greatly read, especially by the young; and, during the winter, many a long evening is profitably spent by the firesides of the farmer and mechanic in perusing them."

XXIV. County of Halton.

70. *The Reverend A. J. Macauley, Nassagaweya:* "It gives me much pleasure to state that there is a considerable improvement in the schools of this Township during the past year, and that the desire for educati n is rapidly pro-

gressing. Though the Free School principle was not in operation in any of the schools (except one) under my superintendence for the past year, yet I am much pleased to be able to say that the attendance has been extremely good."

71. *C. Jones, Esq., M. D., Trafalgar*: "The libraries, where they exist, exercise a great influence over the sections. It has been the Local Superintendent's utmost endeavor to recommend that the interest (or a part thereof) of the Clergy Reserve Fund be applied by the Trustees to form a nucleus for the future library, and he intends at the first opportunity to impress on the Municipal Council the necessity of a Township Library under the present very liberal and excellent regulations."

XXV. County of Wentworth.

72. *R. H. Cradock, Esq., Ancaster and Flamboro' West*: "The average attendance at the public schools in Ancaster and Flamboro' Townships during the year 1857, exhibits a very considerable increase when compared with former years. In Ancaster the increase during three years amounts to about 100 scholars, or one-sixth of the whole attendance. The new school houses are also much better filled up and more comfortable than formerly. I cannot say that I have anything very encouraging to report on the subject of libraries; there is great apathy shown in this matter, both by Trustees and inhabitants generally, and they seem to have little wish to profit by the very advantageous terms on which they could supply themselves with valuable books through the Education Office; nor in the few instances in which they have applied for libraries do they seem to have made as much use of them as might be wished However, a beginning has to be made in all things; and, though a taste for intellectual improvement may be slow in spreading at first, yet, judging from the advance made in elementary branches through the public schools,—notwithstanding the difficulties they had to overcome,—there is no reason to doubt but that more extended knowledge will eventually be spread through the country by means of public libraries."

73. *The Reverend John Porteous, Beverley*: "I record with pleasure the peace and harmony existing in the Township, so far as my office was concerned. You will observe that our schools have been open, on the average, eleven months and three days, which I consider fair for a Township that cannot be said to possess a village. The regulations respecting Common School libraries are, I believe, strictly observed by the proper officers of section No. 17, and the effec of the library is no doubt the advancing intelligence of the population. I canno say much about the general progress of the schools. It may be safely affirmed however, that it is not below the point of any previous year. Parents, and let it be added, some teachers, seem to be ambitious to see their children with a big book in their hands, when a smaller one would be more adequate to their attainments, and I find that it is not easy to correct the evil. Man is very apt to have some hobby on which he centres rather too much, and I have seen the evil effect

of this peculiarity in some of our schools during the year 1857. Thus, some teachers patronize Geography to the disadvantage of Arithmetic, and others History to that of reading; while schools with the studies apportioned according to their relative importance, are, I should say, too much the exception. It is curious that at this present time we should have our schools all in operation and six old teachers living among us unemployed, a great change since the commencement of 1856. Are dull times driving young men from more lucrative professions into the school-room? and do they account for an influx of Americans into these parts during the last two months?"

74. *The Reverend George Cheyne, Binbrooke and Saltfleet:* "I have nothing particular to remark. The schools with one or two exceptions are in a satisfactory state. The system is working well. An increased interest in education is manifested, and a desire to have teachers of higher qualifications than formerly."

75. *The Reverend James Hughes, Glanford:* "I am happy to say there is not a child of proper age, not physically or mentally disqualified, but is within the reach of a school, where a good common education may be obtained. You will see by the report, that our schools are equally divided between male and female teachers, and to the honor of the latter I must say, that the best schools in this township are taught by them; and judging by their salaries as well as other data, their services are highly appreciated by the people. No. 3 has fully maintained its old position, as the best school in the township. No. 4 has undergone a great change for the better. No. 5, formerly one of the worst, has become through the labor and ability of its teacher, trained in the Normal School, one of the best. I find the people generally willing to allow fair salaries to good teachers, but the services of such persons are very difficult to be obtained. The only library we have, is found in section No. 3, and I can assure you that it is well cared for, and if it be not of much service to the parents, I know that its volumes are read and appreciated by the children."

XXVI. County of Brant.

76. *The Reverend William Hay, Burford:* "I have pleasure in stating that Common School education is progressing favorably within these Municipalities. This appears in the anxiety of trustees to employ well qualified teachers,—in the efforts made by the people for their support,—the increased attendance of pupils,—and in the higher average of time the schools have been kept open during the year. Indeed we could not reasonably expect greater advancement than has been made since the introduction of our present school system. Yet we very much need Normal School teachers, school houses better furnished with maps and apparatus, and school section libraries established. As so much depends on the capabilities of teachers, and as some trustees are always inclined to supply cheap teachers, I would respectfully suggest that County Boards be empowered to refuse issuing licenses of the third class (if they deem it desirable for the interests of education,) within the limits of their jurisdiction."

77. *The Reverend John Dunbar, Dumfries South*: "I am happy to state that school operations have been going on so harmoniously as not to require any extra duties on my part. In sections where the reports say no lecture had been delivered, it was simply because the people, though duly notified, did not come out to hear. In comparing the past with the preceding year I find that, the number of our first class teachers is double, and our free schools have more than doubled. In short, I am happy to report favorably alike of the progress and the prospects of all the schools under my charge."

XXVII. County of Lincoln.

78. *The Reverend Wm. Hewson, A. M., Clinton*: "In transmitting to you my annual report, I beg leave to congratulate you on the eminent success that attends your faithful and efficient administration of our school system, which is one of the proudest glories of our noble Province, supporting our best hopes of future greatness, which we cherish for it. So far as my superintendence is concerned, it has been a year of encouragement and success, and the standard of scholarship is being gradually but surely elevated. There is a livelier interest manifested in all parts of the township for a first class order of teachers, and a more extended and more thorough course of studies for the youth. Intelligence is being gradually diffused, principally resulting from the use of our public library, which has been placed by the Council under my charge, and which I am happy to say is extensively used. We have about 1400 volumes, lettered and covered. Four small Libraries are taken out by school sections and changed from time to time. I have let out from the library under my charge, an average for the past year of 112 volumes per week, which gives a total of 5824 volumes that have been read in our township from that source alone, or more than two volumes to each inhabitant. On the whole I may say that while there is yet much to be done, and many improvements to be made, some good measure of progress has been secured."

79. *C. B. Millner, Esq., Grantham*: "Of the sections there is nothing particular to remark. A general complaint with the trustees is a want of competent teachers. The Township library has failed of attaining much popularity, the subjects of the books being too scientific for many whose tastes are vitiated by novels and romances."

80. *Jonathan Wolverton, Esq., M. D., Grimsby*: "I regret that my report should present such meagre statistics in the matter of establishing Common School libraries, procuring of maps, apparatus, &c., and I may state that one cause of this supineness on the part of trustees, has been the expectation which they have cherished that their quota of the Clergy Reserve money would be available for this purpose. But it seems that in consequence of the financial difficulties of the township the money is likely to be appropriated to some other purpose."

81. *Thomas McMicking, Esq., Niagara:* "In submitting my report for the year 1857, I have to regret the prevalence of that apathy in relation to the subject

of education which is generally found to exist in rural sections. Annual reports have in many cases to be returned for correction, and after all I have not been able to compile from them a complete report. You will observe that two sections have not reported at all. The principle upon which the public money is distributed (that of average attendance) although apparently the most equitable that could be adopted, has had a very different effect from what might naturally be expected. Instead of exciting school corporations to increased activity in order to draw a fair proportion of the school fund, it has created a spirit of dissatisfaction with the method of dividing the money, and a consequent opposition to the whole school system. It is argued that the advantage already possessed by village schools over rural divisions are increased, and that each succeeding year the village schools will be drawing a larger apportionment, and those in the country will become proportionally less able to keep their schools open. In consequence of the small amount drawn by the country sections out of the municipal assessment, no less than five schools in the township have been closed during the whole winter, and when they are opened, if opened at all, it can only be at most, with third rate teachers. Having once then fallen into that position, very few are willing to submit to a direct sectional tax sufficient to place them upon an equality with more favored sections, and they consequently do without a school altogether, or depend for one upon their neighbours. But the fault rests, perhaps, rather with the people themselves than with any defect in our noble school system. As an evidence of this fact it may be noticed that no cause or combination of causes has operated in this locality more directly against the progress of education than the employment of cheap, and therefore poorly qualified teachers. The question with too many trustees in this township during the past year has not been is he qualified, but is he cheap. But the fallacy of such a course even in a pecuniary point of view is easily demonstrated by a comparison of the condition of those schools that have followed it, with those that have paid a price sufficient to secure the services of competent teachers. The superiority of the free school over a rate bill system is sufficiently exemplified by contrasting the only free school in the township, with any other conducted upon different principles. The township of Niagara cannot boast of a single library, and the liberal provision made by the Education Department for the establishment of public libraries does not appear to have received that attention and encouragement which the importance of the subject demands."

XXVIII. County of Welland.

82. *W. F. Haney, Esq., M. D., Humberstone*: "I think the schools are progressing in the township, educational interests and liberality are gradually increasing, and the people are beginning to recognise education as a work of cardinal importance and a morally vital enterprise, second to none save the cause of religion."

83. *A. J. Burns, Esq., Thorold*: "With respect to finances, for the most part the school sections are in a very flourishing condition, the Municipal Council having distributed its share of the Clergy Reserve monies among the school

sections without specifying in what manner it should be expended. Many of them have placed it at interest with a view of creating a permanent fund,—others have resolved to use it in erecting new school houses,—others have applied it in a general manner in place of levying taxes. I have not been able to induce any of them to apply a portion of it to the purchasing of apparatus, though many of the schools are indifferently furnished in that respect.' I am sorry to observe that in most instances inferior teachers are employed, there being an unwillingness to grant large salaries. There is but one Normal School teacher in the township, and the contrast exhibited in the proficiency of his school compared with the rest, is very marked indeed. You will observe that most of the other teachers are of the second class. With regard to the books used, those authorized by the Council of Public Instruction are generally preferred. Most of the sections are destitute of libraries, and, as far as I can learn, they are not much appreciated. There exists a good Township circulating library, of which each school section is in turn entitled to a portion, but not many avail themselves of the privilege. In the annual meetings the proceedings have in general been carried on harmoniously, the school law working well."

84. *The Reverend W. M. Christie, Willoughby:* "In some important particulars the Report for this year is more creditable than in former years, and there are signs of marked improvement, However, in other points, there seems a little appearance of lagging. The Clergy Reserve proceeds, I suspect, account for this; consequently, when they are used up and the sections thrown again on their own resources, I trust they will do better. Time will tell."

XXIX. County of Haldimand.

85. *Alexander Winram, Esq., Cayuga North:* "Regarding rate-bills imposed by Trustees, I have always thought the law which only directs, not compels, teachers to send to the Clerk of the Municipality a copy of their rate-bills, should be made imperative, were it only to prevent scandal. The common way is for Trustees to employ a person to go round with the rate-bill and demand the amount opposite the rate-payers name; no time is allowed him to examine into the details; it may be correct for aught he knows, but it may be otherwise; sometimes he will find the amount is not made up, and, if so, what check is there that the tax levied is correct or that the roll embraces all the property? As a consequence, an undercurrent of doubt and cavil must and does arise—the unwilling payers having such a pretext to grumble. All allow that if the rate-bills were checked in some way or other, security would be gained, and Trustees relieved from many, probably unjust, insinuations. I trust the Department will devise a method to make the raising of school monies a little more satisfactory. I never was, and never will be, satisfied with the way Local Superintendents are now appointed, for it is obvious that, Reeves having the appointment, their yearly term of office renders security to that class of school officers anything but satisfactory. Let them avoid as much as possible giving cause of offence. Differences must arise from the very nature of the office being so closely connected with every day

passing events, and what can nullify any man's usefulness so much, as knowing that his appointment depends yearly upon a set of men who are more fleeting in Township affairs than himself, and who attain office more from petty feelings than fitness for their duties, and who often use their place to gratify a friend or injure an opponent. All this is bad, and if the Department or a Board of School Trustees could be allowed the responsibility of naming Local Superintendents, a great change for the better would be accomplished, for all would feel that the Department would only act from the desire of placing 'the right man in the right place,' that no local likes or dislikes could actuate the choice: being indifferent to either it would act without either, and, like the Normal School teachers, these officers, thus chosen, would be the best of their kind. In the case of a Board of Trustees choosing, it alone knows best what a man was, is, and what he will do, and as the law allows it the power of employing teachers, why not the Local Superintendents. A Local Superintendent should be perfectly independent of all local prejudices, biases, or unwise changes, and above political, religious, or party feeling. His duty requires him to be a free agent; without that he degenerates into a mere tool or cipher. And beyond all considerations an unprejudiced judge would be obtained, if the Chief Superintendent would appoint one who would examine into complaints against that officer for neglect of duty, overstepping the law, rendering no services, although reporting them, and putting aside frivolous and vexatious demands by parties actuated only by unworthy motives. From what ought to be, I gladly turn to what is, by availing myself of this opportunity of paying a deserved compliment to the teachers from the Normal School, who in all cases fairly fulfil the expectations of the people, not so much from their acquirements being necessarily first rate (for few schools require all these being put forth,) but from their method of teaching being so much beyond County Board Teachers; for teaching successfully depends not so much upon superior knowledge, as the way that knowledge is imparted to others. I have seen highly accomplished men mere tyroes in the art of imparting scholastic information, but I never found your teachers lacking the best way to conduct a Common School. Another point gained is, they serve as guides or models to County teachers, whom I always recommend to visit a school that has a Normal School teacher. The Trustees in this Township are anxious to employ good teachers, and would willingly engage them by the year, but until recently the demand was greater than the supply, so they had in many cases to put up with inferior persons, but now, from the increase of County teachers, a selection can be more easily made, and only superior County Board teachers will find employment. You will see few schools are counting on the means of supplying profitable instruction by maps. This is a great step in advance, and one positively necessary. Five out of nine are Free Schools. It is not upon the adult population alone that the blessings of Township Libraries are bestowed, but mostly from the rising generation will the fruits of them be gathered. From early opportunities only is a taste for reading acquired, and most of our population never had access to books until these libraries were established, consequently the advantages flowing from them in the Upper Province are not immediate, but future: for we ought to

consider that early training must be beneficial—how detrimental the reverse. How the seeds of good or evil, planted early, yield in after life abundantly after their kind, and what great things may be expected from a population which at day dawn drank the pure stream of a carefully guided literature, whose thoughts were guided by the purest and best of men, whose footsteps were directed by trusty monitors, and whose very hours of amusement were present gain and future advantage. These benefits, I say, may be rationally expected from Township libraries, open to all, and the wonder is they are not more common. Last year 250 persons borrowed 4000 volumes from the library, which is sufficient proof that it must be doing great service. Neighbouring Townships which neglect such a boon as the Government offers for the establishment of these great adjuncts to education are sadly lacking in duty to themselves and society. If all other arguments were wanting for the necessity of such libraries, the one that they are highly conducive to morality and temperance must be held as conclusive; for I was informed by the last librarian of our Township that some who spent their Sundays in vile intemperance from not having any inducements to stay at home, became, by having access to the books, quite reformed, and sat by the domestic hearth wiser and better men. Cold and heartless must be the man who grudges his neighbours such a boon as the use of a Township library, which costs only a small trifle yearly. These institutions are the best temperance societies. Allow me another remark. Even commercially these libraries do good. They foster a love for books, and few houses are now without them. I cannot account for the fact so readily in any other way. The book trade will therefore gain, not lose, by the Departmental aid to school libraries, for a taste once acquired in that way is never lost. Yet, after all, what is learnt in school is but the alphabet of thought for the man, and we who speak the glorious English language have the privilege above all other people—we learn to think, and live to act. Mere school learning is but a poor thing without freedom of thought. The too much lauded Prussian system learns the boy to read and so forth, but it leaves him a boy in thought for ever; and as for mere instruction, taking number as a data for that, the Chinese are the most universally educated people the sun shines on, and what, as a people, are they worth? Abominable in private, vile in public life. Give me the man as ignorant of book learning as he is of mental slavery—he who thinks for himself and of himself—who knows his privileges as a man, and dares to stand up for them—that man, I contend, is worth a centenary of Prussians, who, though taught to read by statecraft, are never allowed to think. Well it behoves then our free government to aid by every judicious means, libraries for the young and Mechanics' Institutes for the old; to promote institutions affording reading and lecture rooms for all—these they ought to foster, for every administration should look as much to the development of the mental capabilities as it tries to call forth the internal commercial, and manufacturing resources of the people. Into the vexed question of Separate Schools, happily for me it is not necessary to enter. In this Township we do without them, but I dare say the moment Catholics are deprived the liberty of having Separate Schools we shall have that no longer to say. In truth, the question is not one of necessity or justice, but merely a politi-

cal test question, and as such I trust it will be allowed to die a natural death. To close my report without expressing my good opinion of the Trustees of the Common Schools in this Township would be most ungrateful. As a body they are entitled to every praise—patient and anxious to promote their charge—careless of the time it necessarily requires. To me, as their officer, they are friendly and helping, and by their hearty welcome my school visits are rendered quite holidays."

86. *William Jones, Esq., Rainham:* "In transmitting to you my annual Report for 1857, I beg leave to state that I have done my best to make it as complete as possible. especially in reference to the library. You will observe that the free system prevails here. Last year the schools were all free but one; this year all are free. In regard to the money in column 15, under the head 'amount voluntarily subscribed,' it is the various amounts apportioned from the Clergy Reserve Fund received from last year and the balance of the previous year. Part of the money has been appropriated for the purchase of books, maps, &c. The remainder has proved a great boon to the teachers, who, owing to the 'hard times,' would otherwise have been sufferers, for few rates are paid so unwillingly as the school rate. The schools in this Township have been well supported, and kept open a greater number of months than usual. This may partly be attributed to the relief afforded by the Clergy Reserve money. There is an increased desire for knowledge, which no doubt emanates from reading the useful and entertaining books procured last year. I think the library books have exerted a benign influence wherever they have been received. My report shows that 3161 vols. were read by 478 applicants. Who can tell the amount of influence exerted by so much reading? When the books were purchased, it was not expected that they would benefit all parties, for some have a secret horror or superstitious dread of books, regarding everything foreign to their limited capacities as untrue, and think it a crime to be wiser than their predecessors; but it is the youth we expect to benefit, whose minds are susceptible and unprejudiced. Already do we see and hear of the desired effect produced in their minds. From the opposition exercised against the library, I was almost inclined to despair, but, with the aid of some intelligent friends of progress, I have succeeded in removing a great deal of the prejudice that did exist. In addition to the section libraries mentioned in the report, there is another established in the village of Selkirk for the benefit of the Rainham part of said village (with S. S. Harrison, Esq., M. D., for Librarian), a warm and devoted friend of education, a portion of whose report to me I herewith append. "The number of books in the Selkirk Library is 150 volumes; from the 31st Dec., 1856, to 31st Dec., 1857, 467 books were read by 46 persons," and these large works, such as an M. D. would be expected to select. The large number of books reported as belonging to section No. 3 includes the balance of books left after other sections have selected, and forms a general library accessible to the whole Township. As this will probably be the last report I shall have the pleasure of preparing (having tendered my resignation of office), I take this opportunity of returning my sincere thanks to you, and others, for the kindness and courtesy extended to me, during the

seven years I have had the honor of corresponding with the Education Office, and, although another will be appointed in my place better qualified, perhaps, to discharge the duties of the office, I shall still be the same friend and advocate of education."

87. *William Hursell, Esq., Seneca:* "I have to remark that the schools with the exception of one (No. 13) within my limits, are in operation; those sections with first-class teachers are, in respect to their locations, well attended; others are far from being regularly attended. The irregularity arises from different causes, the services of the larger children being required during summer and autumn months for hay-making and harvesting, &c.; and the smaller children, during the season of bad roads, are unable to attend, on account of the distance to the school-houses. A great obstacle in the way of progress in some sections of this Township is caused by selfish dissensions between the people and Trustees. When efficient teachers are employed, they require larger salaries; a rate bill is made out to pay the teacher and meet incidental expenses; when the collector demands the money, the Trustees are opprobriously assailed with, 'You don't mind what expense you put the section to,—we will throw one of you out next school meeting and put in one that will reduce the rates, so they do—down goes the rate, and down goes the school with it. Still I am happy to say the majority of rate-payers in this Township wish to secure the services of good teachers, and pay them salaries according to their abilities. The library procured from the Education Department for this Township is concentrated in the Town Hall and divided into portions, each containing as nearly as possible the same amount of reading matter. Trustees wishing to furnish their sections with books, provide themselves with a small chest with lock and key for conveyance, and a case for their reception. Twelve out of thirteen sections in operation have taken books which are returnable to the Township library every six months, unless they make application to retain them for another term. By this method each portion of the books is kept in circulation, and no doubt they will have great influence in enlightening the minds of the people. The books were all labelled, numbered, and many covered by myself. The regulations are strictly enforced."

88. *Robert Douglas, Esq., M. D., Walpole:* "The schools are in a progressive state; all have been kept open more or less throughout the year. The only barrier towards exciting a lively interest is the want of capable Teachers; we feel it much throughout the Township. Parents appear to take a much greater interest in the education of their children than they have heretofore. At the end of this year, maps, tablet lessons, &c., will be in every school in the Township. The library does not exert much influence at present over the minds of the people, but I think that as soon as it can be divided throughout the Township into section libraries, its influence will be more manifest."

XXX. County of Norfolk.

89. *James Covernton, Esq., Charlotteville:* "The return of this Township cannot be considered so satisfactory as it should be. The interest accruing from

the Clergy Reserve Fund assigned to this Township, has been appropriated to School uses, and might be an important assistance instead of a respectable one, if the custodian of the Fund (the Municipal Council) was allowed to put it out to interest to individuals at £10 or £12 per ct., instead of being constrained to let it to public companies at £6 per ct., what is here deemed according to law.

90. *Andrew Harvey, Esq., Houghton:* "I rejoice to see that moral as wel. as scientific instruction is required to be taught in every Protestant school in Upper Canada by requesting that each one shall be opened and closed with prayer, and by reading a portion of the Holy Scriptures. The Bible is the best chart to guide us through the voyage of life: every rock upon which we are liable to strike is clearly pointed out in that blessed book. Missionaries have succeeded best in heathen lands and in countries, where they have established schools in which Bible reading has prevailed. I am sorry my report only mentions four schools in which the Scriptures were read, and only two that were opened and closed with prayer; also that only one school has been visited by a Protestant clergyman during the year. I should be sorry if Protestants throughout the length and breadth of Upper Canada were so indifferent to the moral instruction of the rising generation as they are in this Township."

91. *John Philipson, Esq., Middleton:* "In regard to Libraries, I am well aware they would have good effect upon the minds of children, if the Trustees could be induced to establish them. But it is not an uncommon thing to find Trustees in charge of school sections who can neither read nor write. Where this is the case, it is a difficult matter to persuade the Trustees to procure books."

XXXI. County of Oxford.

92. *The Reverend Robert Rogers, Dereham:* "In sending my report for 1857, I have to speak most encouragingly of our school. The attendance is increasing, and is more regular. The standard of the teacher's qualifications is very much raised within one year, and the people in this Township seem ready to devise most liberal measures both for the erection of school-houses and the payment of teachers. Another thing much improved is the character of the Trustees, still, in this respect, the deficiencies are many. The libraries are all open, but the public are not alive as they might be to the privilege. If suitable lectures could be delivered more frequently on education, I think it would do much good; but the Superintendent with his pittance of salary cannot afford to do more than is really required. Upon the whole, the cause of education bids fair to elevate our beloved Canada to a prominent place among the nations."

93. *O. B. A. Foden, Esq., Nissouri, East:* "With regard to the libraries, I can give no further particulars, as the books were only distributed among the school sections, the latter end of the past and the beginning of the present year. With one exception, all our schools are in operation. As a general thing, there is not much improvement in the class of teachers."

94. *Chauncey Wilcox, Esq., Norwich, South:* "Our schools are visibly improving by the present system, and bid fair to produce a large number of good scholars, which we very much need in this Township. In section No. 6 there is displayed a great degree of enterprise,—it having erected a splendid school-house on a good site at the cost of $3,000, and also secured the services of an efficient teacher with one assistant. Our teachers, as a class, are decidedly in advance of those of former years, which certainly is an encouraging feature in our Common School system. Our Common School library is in the hands of the Council, and is equally divided to each of the main villages in the Township, viz., Otterville and Springford, and is in charge of two librarians appointed by the Township Council. Its influence is nearly lost upon the community, in consequence of no additions having been made to it the last two years. I think that yearly purchases ought to be made of a higher grade of books, and no pains spared in order to place it on a permanent and enduring basis."

95. *The Reverend A. Hurlburt, Blandford and Oxford East:* "Though there are complaints occasionally heard that the law is complex, and the system difficult to be understood, yet these complaints are not more frequent than might be reasonably expected, as it takes a while for any thing of the kind to become well understood and get into working order. I think these complaints are considerably less than were heard in former years. Upon the whole, I believe that the system is taking a deep hold upon the affections of the people at large, and commending itself to an enlightened public. I have heard among the people expressions of warm attachment to our Common School system. I believe the general feeling is that it is a great boon to Canada; that in our National History it is a step in advance; that it is laying the foundation for permanent improvement; that it is preparing the way for the diffusion of sound intelligence throughout our population, and that it is bringing the means of a useful education within the reach of those who most need it, that is to those who are not able to go abroad and seek it. It would be an evil day to Canada should the enemies of our Common Schools succeed in destroying the system, or in materially damaging it, so as to obstruct its healthful and harmonious working. I have been truly happy in visiting the schools, in mingling with the children, and in holding intercourse with the Teachers, and I can only wish that my visits may have been as useful to others as they have been gratifying to myself."

96. *The Reverend Robert Wallace, Oxford North:* "In some of the sections there is considerable interest felt in education. In No. 5 I marked a handsome, well planned school-house built on approved principles, with everything well worked, chiefly through the efforts of an intelligent and enterprising man (James Henderson, Esq., who is the life of the section, whether in school or other matters. I find the people interested in the subject, and willing to hear the lectures of a Superintendent when he has anything worth communicating. I believe it would be well if we could induce a greater number of our young teachers to attend the Normal School for one or more sessions; there is a want of system manifest to any one who has studied the subject of education, which would be perfectly remedied by attending the Normal School. These teachers would learn a system, and a

proper style both of imparting instruction and keeping order in their schools. I have been struck with the large proportion of very young people coming before the County Board for examination, and wondered that so few have the spirit to qualify themselves better for their work by attending the Normal School. I have stated to some of them, that, if I intended to teach, it is the first thing I would do, in order to see the system in operation under practical and experienced masters, who have made education their special study. I greatly admire the Common School system of Upper Canada, and only regret that there are so many hindrances to its universal application and more entire success. It is a pity that many more of our Common Schools do not use the Scriptures in their exercises in sections where none object to them. I hope and trust you may be long spared to superintend the noble School system you have introduced into our beloved Canada, that no enemy will be permitted to destroy that system, and that no weapons forged against it shall prevail. Permit me to state that I am very much pleased with the 'School-House,' a book edited by you. I esteem it a very valuable aid to the various parties for whom it is designed. The selections are well and appropriately made. I have not had time to examine "the Report and Catalogues," which I prize also for my own private use in choosing works, as well as in selecting books for village Libraries. I lately gave a lecture through the Township, in which I recommended parties to secure a good Library. I applied last year for $100 for this purpose for Ingersoll, but our Council had used all funds to lighten the taxes."

97. *The Reverend John Gerrie, Zorra East:* "I have not been able to visit all the schools in the Township, but have found those I have visited in a very efficient state, some of them indeed in a flourishing condition. The teachers are all qualified, and mostly painstaking, laborious young men, and the schools, with one exception, are well attended. Several of the school-houses are new, substantial brick buildings, with class-rooms and every necessary convenience. Some are old log cabins that must soon be replaced by more suitable buildings. In a number of the schools there is considerable want of maps and apparatus, while in some others they are well supplied. In respect to libraries there is a very meagre supply, and little attention seems to be paid to them. I will endeavor to call particular attention to this important subject. As I mentioned before, the schools have laboured under a very considerable disadvantage from want of official visits, and the indifference and apathy that still prevail in some quarters to the interest of education. There is another subject respecting which I make a remark—that of Sabbath Schools and Sabbath School libraries. They are not so general in the Township as could be wished. In some localities they would form important auxiliaries to the yet scanty supply of the regular dispensation of divine ordinances; but, on the whole, there is a spirit of progression, and considerable attention is paid to the interests of education and religion. A new section was formed in this district last year (which is not noticed in the present report) and a substantial school built, which was opened on the 1st January, 1858."

98. *The Reverend Donald McKenzie, Zorra West:* "I beg to remark that here are two causes why so large a number as 140 is reported as not attendingt

school. The first is the demand for the service of children at home to help their parents, and, secondly, some party spirit that existed respecting the union of two school sections into one. This difference has been settled, and the two schools are now in operation. I have to remark further that the inhabitants have expended very little in the improvement of school-houses, or in the purchase of school apparatus, owing, I suppose, to pecuniary difficulties, so that the columns applicable to these in the report are almost blank."

XXXII. County of Wellington.

99. *Alexander Dingwall Fordyce, Esq., Amaranth, Arthur, &c.:* "I think there is, on the whole, marked evidence of progress during the past year. Some of the schools are admirably carried on, and where some of small pretensions have been doing a steady good work, others, again, have been in a sadly torpid state, and in each case complaints, whether well or ill founded, will be rife, and from the very common practice Trustees have of bargaining with the teacher to require no more than the Government and Municipal money till the expiration of the term of engagement, they throw themselves in an unfavorable season, such as has lately been experienced, very much at his mercy, if there happens to be reasonable dissatisfaction on their part with anything in his conduct, personally or otherwise, leading to remonstrance or complaint. I should desire much to see both section taxes and fees collected on a better plan than is commonly done. Some of the schools opened this year deserve great praise. It requires a good deal of independence on the part of Trustees in some quarters, to enable them to succeed in establishing a school, against that interested and factious opposition which will, more or less, be found almost everywhere; but I have always found that when once established, and a good teacher employed, complaints previously made have soon died away. The energy displayed by some of the teachers—some, too, who have been brought up to different pursuits—is pleasing to observe, and is all the more worthy of remark, because of the general impression that such teachers will not enter heartily into the business, but make it merely the means of obtaining an easy livelihood. Such may at times be the case, but I have witnessed more than one instance where it was far otherwise, and have pleasure in recording it. I could not, in noticing the various schools, refer to one Township more than another, where the system of instruction pursued was altogether superior, or the schools on the whole thriving better. I could more readily point to individual cases presenting a promising or an unfavorable aspect; but in place of this I may be permitted briefly to classify the several schools I have had to superintend during the past year, and notice some of the characteristics possessed by each, not according to the acquirements, so much as the apparent capabilities of the several teachers who have been employed. Taking the number to be fifty, I may for convenience divide them into three classes; the first or highest comprising eleven schools, the next twenty, and the lowest nineteen. In the first class, the teachers possessed energy, intelligence, and much aptitude for teaching, and these schools were efficiently conducted, and appeared to be in an orderly and prosperous state. In the second class, while the teachers manifested a degree of

interest in their work, some were wanting in order, others in experience, and the acquirements of others were very limited. Still, on the whole, their schools were worthy of commendation. In the third or lowest class of nineteen schools, the teachers might be pretty equally divided into three ranks, the schools of none of them having a promising appearance. In some this may be remedied under the same management; in others it will not, I fear, be changed for the better without a change of teacher. The teachers in one-third of this class of schools were behind the times in mode of teaching, deficient in respect to systematic government, and yet were not reprehensive in other respects. Another third, I think I am warranted in saying, were of fixed habits, indolent, unambitious of excelling, and incapable of exciting the energies of the young. The remaining third of this last class of schools were conducted by young teachers of little or no experience. In the first two classes, I should think, a good Common School education would be required by very many, and might be obtained by all the pupils; in the third class by the industrious and zealous students alone. Free Schools are generally in favor and the increased attendance, where a change is made from the other system, is easily perceptible. Still where a rate-bill is employed, it is to be regretted that more do not so far acquiesce in the arrangement, as to let their children have the benefit of the school, while they increase their own share of the burden by rendering the infliction of a heavier tax necessary to make up for diminished Government help. I regret to say that some school-houses noticed in my last, as well worthy of being condemned, still exist, scarcely sheltering the teacher and scholars in very severe weather, and in other respects being quite unsuitable for the reception of a large number in a warm season. Fear of taxing the section frequently acts most detrimentally for all parties, and those whose opposition is most dreaded are in all probability the very individuals to condemn the course pursued. I have pleasure in noticing that where the disposition has generally been to cut down salaries, some trustees who enjoy the benefit of really good teachers are retaining them at the scale of better times, and I am sure will not regret doing so. The introduction of maps is an important feature in many of the schools, and another season will I believe shew still more than now, the good proceeding from it. The introduction of libraries is too recent to allow of my saying more at present regarding the influence they exert, than that I believe they are to a considerable extent proving salutary. In some cases the rules are strictly enforced. I have, in my report of the statistics of several schools, followed the Trustees on notices of lectures and visits. I have in many instances delivered a lecture where it is not acknowledged, probably, because having no opportunity to give it more publicity, it was merely the teacher and scholars, or possibly one or two Trustees in addition, who had the benefit, such as it was, of it. When I have known with certainty what schools I should visit so as to remain over night, I have given notice, and had a fuller meeting. In this respect I hope yet to succeed in getting the people more drawn out than I have already done, and opportunity afforded, not only of addressing them, but of hearing any matters requiring advice. I have, with scarcely an exception, visited all the schools in a pretty extensive circuit twice last year, when they open at the time I was going round. The labor

consequent on an honest discharge of the duties is by no means small. You will observe the County Council a year since took this into consideration in making an additional allowance to schools. The money pressure has occasioned a return to the former rate, but I have no intention of letting this operate in the way of dimishing that attention which is absolutely necessary, and which the School Act wisely contemplates. The supply of library and prize catalogues, copies of the Annual Report, and of the work on the School House, I hope will go far to arouse an interest in education in the fullest sense, and if the *Journal of Education* was more generally obtained and perused, I cannot but think lasting benefits would be the result."

XXXIII. County of Grey.

100. *Thomas Ryan, Esq., Bentinck, Glenelg, &c.:* "I feel much pleasure in recording my testimony in favor of the praiseworthy efforts that have been made in this district for the last two years in the cause of education. Zealous and efficient teachers, (in general,) and good order and discipline, characterise our present schools. Several new schools have been opened during the last year, and a good many new sections are erecting school-houses for the work during the current year. It is highly gratifying to witness the general anxiety for schools manifested during such times as the present, when all kinds of country produce are ruinously low, and every description of store goods enormously dear, yet that such is the case in this district, I am witness."

101. *The Reverend. J. F. A. S. Fayette, Collingwood, &c.:* "The schools in this district are in a very backward state, yet there are evident signs of improvement. The last two years has done much to improve them, and they are now in a fair way of becoming better. I have made it a point to lecture at every visit when there was a good attendance, and with marked results, especially on the pupils. Several new schools will be in operation during the present year."

102. *William Ferguson, Esq., Artemesia, Melancthon, &c.:* "In reporting on the common schools under my supervision, I find there is much in reference to educational progress in this district calculated to occasion pleasurable emotions, and yet many things exist which will, to a sanguine lover of education, occasion regret. As intimated formerly, this district is composed of the new Townships of Artemesia, Osprey, Proton, and Melancthon, the various settlements of which,—in some cases at least,—are much varied in reference to physical characteristics, age of settlements, and necessarily corresponding circumstances. In the Township of Artemesia, there are at present eleven school sections, eight of which have had schools in operation. These, through the enlightened liberality of the municipal council of that township, are each supplied with Johnston's large maps, as follows: Canada, Palestine, the two Hemispheres, and the Continental maps. The National copy series; 24 natural history objects, colored; a set of 30 colored plates of natural phenomena, &c. All are properly mounted and varnished, and ready for permanent use in the schools. A corporate seal was also provided for each

section. The nine branch libraries into which the township library is divided, containing about 900 volumes, procured from the Education Department, are distributed to suit the population. It may form a source of gratulation to those gentlemen, that their township has set so noble an example to the various municipalities of the county, in not only furnishing such a fund of real information, but also being the first, if not the only municipal body in the county, which has taken so lively an interest in education. The library books are considerably, though not universally read, and must necessarily increase intelligence and general information, as well as create a taste for reading among the youthful population. In consequence of the introduction of those essentials to educational progress, indolent or unqualified persons must give place to men, who respect, understand, and will fulfil the duties of the good teacher. In the township of Osprey there are about 15 sections In a township of this size and population, many of the sections must be small, and consequently both expensive and inefficient. Many parts are but from three to five years settled, and many of the inhabitants are poor. There have been but four schools organized as yet, and but one supplied with a blackboard; none are yet supplied with maps, objects, tablet-lessons, or school libraries. I feel confident that the municipal authorities will shortly exert their influence in supplying the schools with those requisites, and I fully trust that ere long the fine Township of Osprey will imitate, if not excel, its westerly neighbors in manifested, as well as natural interest, in the educational progress and prosperity of each school section within the municipality. In Proton, a very large portion of the township is but recently settled, and there are many circumstances incident to new settlements calculated to act unfavorably to common school education. In the township there s but one school-house yet erected, which, however, has been supplied with tablet lessons; doubtless others will be erected shortly to meet the requirements of the community. In Melancthon, with some exceptions, the circumstances of the population are considerably similar to those of Proton. There are two school-houses erected and in working order, and one of these being in an older settlement, is furnished with blackboards, maps, and other apparatus, together with a Sabbath school library. It does credit to the intelligence, as well as ability of the population and school officers. In conclusion, I would remark that in some sections of each of the four townships, little attention is paid, or interest evinced in common school matters, and there is much financial as well as statistical inaccuracy in the school reports, yet I must add my conviction that there is an increasing desire of participating in, and appreciation of, the benefits and facilities so amply provided by the Canadian Legislature. The state of the country and population render it most difficult to deliver a lecture in each section, and where no schools are organised, the lecturer would find it difficult to obtain a suitable place, and the postal communication in many parts being tedious and imperfect,—if existing at all,—renders previous notification next to impossible. In addition to this, the wants of new settlers render the supply of the more direct and immediate necessaries of life so pressing, that much difficulty is experienced in obtaining an audience of adults, hence the Local Superintendent in those settlements, in most of his visits, finds himself obliged to confine his remarks to the capacity of the children attending the school he visits."

XXXIV. County of Perth.

103. *The Reverend Thomas Macpherson*: "I am happy to report a greater readiness on the part of the people to give adequate salaries to Teachers, which has resulted in a larger supply of efficient young men who are devoting themselves to the office of teaching. The Free School system is almost universal in this County. You will observe an increase under the heading of "voluntary subscriptions." This arises from the pleasing fact that most of the Townships have applied their share of the 'Clergy Reserves' to educational purposes, and the Trustees have reported their apportionments under that heading. I am glad that in several cases the amount has been used in erecting new and substantial school-houses, but I regret that in some other cases it has been applied to pay the teacher's salary, while the schools continue to be held in miserable log hovels. I have found the situation of Local Superintendent too laborious in connexion with my pastoral duties, and therefore I expressed my intention of resigning. I do not think, however, that we can ever have a proper system of superintendence till a sufficient salary is offered for the entire time of a competent person, who will be sure of continuing in office so long as he faithfully discharges his duty. The present system of small pay has already caused four or five, indeed all my predecessors, to resign. I am convinced that the Superintendent should be a Government officer, and paid from the Government funds."

XXXV. County of Bruce.

104. *The Reverend J. H. McNaughton, Arran, Elderslie, and Saugeen:* "I have no special remarks to make. The Township of Elderslie has done admirably in the way of school building during the past year. Although the newest of the three under my charge, it is now the first with regard to school-houses. This may be attributed in a great measure, if not altogether, to the wisdom of the Township Council in offering a certain sum of money to each section, on condition that the school-house would be erected within the year. The result is, there is not now a single section without a school-house. There have been, I am sorry to say, a great many changes of teachers; in general, this is most injurious to the progress of the children. In many cases, the incompetency or niggardliness of the Trustees will account for it; many of them seem determined to make the most of their brief authority, and pay more regard to the cost than qualification of the teachers. You will perceive that very little has been done as yet to furnish the schools with maps, &c., and the sections with Libraries. It is not for want of being reminded of their duty, and the encouragement which Government held out to them to procure such necessaries; but the resources of the country, and, above all, the present scarcity of money, will easily account for the people's seeming indifference to these matters."

105. *John Eckford, Esq., Brant, Carrick, &c.:* "You will perceive from my reports a considerable increase of schools in this section of the County of Bruce, during the past year. At the close of last year, several new ones were about

being opened. The want of the earlier settled districts are now supplied, and there is a fair prospect that at no distant day a Common School education will be within the reach of all. It is very gratifying to know that the names of about nine-tenths of the school population have been entered in the registers of the existing schools. In this statement, however, I must make an exception of two or three schools only recently opened, at a time least favorable for attendance, and in another case, a nearly total failure until a rate-bill was abandoned. The Trustees of all the Schools have very commendably aimed at extending the benefits over the entire year; and though there has been not a little irregularity of attendance, which is truly ascribed in the reports of the Trustees to carelessness of parents, &c., yet I must lay emphasis on other causes, viz., distance, bad bush roads, scanty clothing, and the frequent labors of a new settlement, for which little hands are in requisition. Of such hindrances, they only who have hewed themselves a home out of the forest can be fully aware. All the older settled districts are in a flourishing condition, and the progress of the pupils, as exhibited at the public examinations, afforded much satisfaction. What has been called the *rote* system is got rid of, and intellectual culture is conspicuous. A sensible improvement of the morals and manners of the children has also been a frequent subject of remark. I attribute this satisfactory state of our schools to the careful selection and retention of such teachers only, as are of steady habits and general good character, and to the circumstance that the more advanced schools are almost without exception under teachers of a superior class, who enter heartily into their work. No master can be expected to teach intelligently who is not well in advance of his pupils. Some of our teachers are particularly skilful instructors, and all seem faithful and diligent in the discharge of their duties. I may add that I have countenanced, encouraged and aided them in their important labors to the utmost of my power, especially when the Teacher was young and inexperienced. I have found them willing on my recommendation to spend a day, when they had leisure, in the school of a more experienced brother, and can say they have not been above taking a lesson from his book. I think local Superintendents generally must consider public lectures of great service. If we could give them of a homely and practical character, and deliver them in a proper spirit, I am persuaded good results must follow. I have found it very useful to keep up a pretty correct acquaintance with the general state of sections, that when dissensions or other hurtful cases are likely to occur, the evil may if possible be checked at its rise. I regret that such blanks appear in my report under the head of Libraries. I cannot obtain in these times further outlay; but the necessity of such valuable appendages to our schools is felt; by and by I trust you will receive more cheering reports. The general opinion in this district is in favor of Free Schools, and they rule accordingly. In some cases a Rate-bill was tried and abandoned; it was found that more money was lost of the public grants than was gained by the Rate-bill,—that a number of children were kept back,—that the spirit of the school was injured by thin attendance, with a general tendency to discourage the Teacher."

106. *William Gunn, Esq., Bruce, Huron, &c.:* "The principal and most gratifying feature embraced in these reports, and requiring special remark,

is that having reference to the increase in the number of schools in operation during the year 1857. The number in operation in this District in 1856 was 9; in 1857, 17, giving an increase of eight new schools, or nearly double the number in 1856. This, when the circumstances of the people and the primitive state of things existing in this new country are taken into consideration, in connexion with the average rates of salaries paid to teachers, and the length of time the schools were kept open, during a year of unparalleled commercial depression, is very encouraging, and indicates on the part of the settlers a strong desire to perform their duty to the rising generation, by availing themselves of the ample facilities for the instruction of youth afforded by our pre-eminently excellent and comprehensive Common School system. I am happy to state that the past year exhibits a very marked improvement in the average standard of qualification on the part of the Teachers employed in this district over those of 1856,—thus leading us to indulge the hope that the same progressive improvement may continue to characterize each successive year. In this connexion it is most gratifying to state that a beginning has been made in procuring teachers from the Normal School, one teacher having been engaged for the school in the village of Kincardine,—the most important section in the District,—at a salary of $600, the highest ever paid in this County; it is sincerely hoped that this may prove an earnest of many good Teachers from the same quarter. Undoubtedly we have many excellent Teachers who have never enjoyed the advantages of Normal School training, hardworking individuals, praiseworthy and indefatigable in the discharge of the duties of their profession; yet it must be quite obvious that the peculiar merits of our Common School system, and its peculiar adaptation to the circumstances and requirements of our country, will be more fully developed in the hands of teachers thoroughly trained in the Normal School, under the eye of our authorities, and consequently acquainted with the system in all its branches and details. From the Annual Reports it will be seen that nearly all the schools in this District were *free*, and I may remark, that, so far as regards the trifling sums collected in the shape of rate-bills, the whole of the schools might as well have been free. Indeed when we consider that in some cases even the trifling sum of 12½ cts. per month has been the means of preventing the attendance of children at school, it would have been much better had they been entirely free. This is my candid opinion, although I have never been particularly enraptured with the Free system; at the same time I have never interfered in the matter of its adoption or rejection. The opinion I now express has been to a considerable extent forced upon me by experience. In one or two instances, it will be observed, the schools are not opened and closed with prayer, nor is the Bible used in the school. Both these omissions arise more from diffidence or indifference than from any feeling in the matter; indeed I am positive that no feeling exists in any section obnoxious to the use of the Bible, or to prayer. With regard to the Separate School question, whatever opinions may exist theoretically, practically it does not concern us in any manner. I regret to say that the small library established in the school section in Inverhuron is the only one in this district, and it has been in operation such a short

time that no opinion can yet be formed as to the influence which it may exert on the reading portion of the community. That it will be salutary there can be no reason to doubt. One remark in relation to the collection of school taxes, and I have done. I find that during the present year especially, wherever the local assessments have been collected by the Trustees themselves, much rancour and ill feeling has resulted. In many cases, in consequence of the pressure of the times, the collectors have been under the disagreeable necessity of distraining for school taxes. Where the collector has been a Trustee, such a measure has irritated the public, and induced bitter feelings against the whole Board, thereby impairing, in many cases and to a very great extent, its usefulness. From my own observation of the operation of the law in this respect, I am decidedly inclined to suggest, most respectfully, that all school rates should be collected through the Township Municipalities."

XXXVI. County of Middlesex.

107. *The Reverend William Deas, Adelaide:* "I cannot say with certainty whether the regulations of the libraries are strictly attended to, but I believe that generally they are. The influence of the libraries is, as yet, not very great. It is good, very good, so far as it goes. Besides, it is increasing, and there is reason to hope that, like the 'little leaven,' it will by and by 'leaven the whole lump.' The Sabbath School Libraries seem to have the greatest effect. An increase of libraries is very desirable, provided the books are well selected. There is a very great want of taste for reading in the district. A well chosen library of interesting and instructive books is a special means for removing this. The schools in the various sections are on the whole well conducted. Some of them are but recently provided with maps and apparatus, but movements I believe are now thought of for better supplying them. Some of the school-houses are uncomfortable, old and ill lighted. The teachers, on the whole, are respectable and attentive to their duties; some, however, are defective with respect to general information."

108. *The Reverend R. Flood, M.A., Delaware:* "I am happy to state that the scriptural element, which had been lost sight of in this Township for some time, has been adopted since I undertook the office of Superintendent. Every school is now opened and closed each day by the children reading a portion of the New Testament. I am full of hope, if this christian exercise becomes the order of the day in all our schools, that, under the Divine blessing, it cannot fail to produce the most salutary effects in raising the moral tone and character of the rising generation in Canada West."

109. *Robert Campbell, Esq., Ekfrid:* "The School Section Libraries are subject to the control of the Town Council, which from time to time appropriates sums from the Township funds for replenishing the library with new books, and it has passed a by-law "That upon Trustees appointing a Librarian, and providing a suitable box for the safe keeping of the books, they shall receive for each section

a fair and equitable portion from the Township Library, to be exchanged twice a year." All are guided by the printed regulations. Most of the sections have availed themselves of the privilege, and a very salutary influence is thus operating in forming a taste for reading and literature. This is especially seen on the juvenile portion of the community. I am happy to observe, from the reports of annual meetings, that the greater part have adopted the free school system. I hope it will continue and become universal."

110. *The Reverend C. C. Brough, A.B., London:* "I shall not undertake to discuss, in this report, the merits of the Common School system, further than to state my conviction as to the influence it exercises, and the beneficial effects which, in my mind, it certainly has had in advancing the social and intellectual condition of the youth of this country. I may speak with confidence of a Township with which I have been long connected, and I believe that the education of the people has been more advanced within a very few years, through the instrumentality of the present Common School system, than it had been by any other means employed throughout the entire previous period of the settlement of the country. I believe the system exerts a wholesome moral influence. The Scriptures are read in twenty-five schools in this Township, and I believe the teachers are as moral and well conducted a class of persons as any other in society; many of them are truly exemplary. I have not had occasion for years to call in question the sobriety or moral conduct of an individual amongst them. These circumstances, under a gracious Providence, cannot fail to impart a character to Canada, and to couple with the weal of the land the name and pretensions of the Common School system."

111. *The Reverend William Ames, Mosa:* "I cannot speak in very flattering terms of the progress made during the past year; still, everything considered, there is ground for encouragement. Schools have, generally speaking, been kept open during the greater part of the year. One good frame school-house has been erected, and arrangements are being made for building an excellent brick school-house during the ensuing summer."

112. *Charles Hardie, Esq., Nissouri West:* "With a few exceptions, our Common Schools continued in a flourishing condition until the end of 1857, when an alarm was spread that our schools could not be supported, owing to the depressed state of the market, but happily it has proved little else than an empty sound, for most of the schools are again opened, with the probability of continuing so until the end of the present year. In Section No. 9 we have a teacher trained in the Normal School, whose labors have produced remarkably good results in the rapid progress of her pupils. In addition to the usual course of studies, the children have a good knowledge of vocal music, which is quite a new feature in that section. I was astonished to see such a change between the time of my visits in December, 1856, and in June, 1857; from a state of inferior attainments, her pupils had advanced to be ranked amongst the foremost of our

schools. I am glad to find the generality of the people are desirous to provide for their children a general course of learning, still I cannot report so favorably as I could wish of their desire to appreciate the advantages of libraries, and to support them in a condition commensurate with their importance. The books of our Township Library were originally apportioned to the several wards, and have not since been changed (the Council delaying from year to year to cause such change to be made), so that at present only about one-fifth of the books have been placed within reach of the people. If the books were properly distributed, a keener interest might be awakened to promote the moral and intellectual growth of our people. I hope the time is not distant when, instead of remarks of indifference being made respecting our libraries, a general desire will prevail to place them in effectual operation, so as to bear comparison with any other township of equal extent in Canada. I again desire to request your leniency in regard to the general report, and continue to express my sincerest wishes for your success in carrying out the great work assigned to your superintendence."

113. *The Reverend Wm. Inglis, Westminster:* "I was appointed some time in November last, and I have still eight or nine schools to visit. I believe that some of those which I have not yet visited are amongst the best in the Township, and I should sincerely hope they are, for upon the whole I have not been very favorably impressed with the general appearance and proceedings of those which have come under my notice. There is, of course, very considerable diversity, but I must be permitted to say that in general, matters are not as I could desire, and not as I expected to find them. With some of the teachers there is a very laudable amount of enthusiasm and energy displayed, but with others, it is very much the reverse. Some of the school-houses are tolerably good, but others are neither favorable to the health of the children or the efficiency of the teacher. In one or two cases they are particularly bad. I believe, however, that it is proposed to build new ones in those sections very shortly, and it certainly is fully time something was done. With two exceptions, the school-houses are devoid of playgrounds. I am given to understand, however, that some sections are to be re-arranged, and new school-houses built in different situations; but little is therefore done, in anticipation of such re-adjustment. There are no libraries in connection with any of the school sections, and I am sorry to say the only library reported in the Township is very indifferently supported. It may be mentioned, however, that it does not follow that the people in general are not readers. A very considerable number of books are being circulated through means of colporteurs, &c., and as they are cheap and generally of a substantial description, not a few prefer in this way to form small libraries of their own to establishing and supporting public ones. I say this in reference to those with whom I have had chances of talking on the subject, but cannot say whether these remarks refer to the Township generally. As might be expected, those few who support the public library are amongst the most zealous in adding to their own private library stores.

XXXVII. County of Elgin.

114. *The Reverend Edmund Sheppard, Dorchester South, &c.:* "There is a most decided improvement this year in the returns of the Trustees. Under any ordinary circumstances it could not be otherwise; the plainness, fulness and simplicity of the directions given to them, from time to time, in the *Journal of Education*, the *Manual*, and the blank forms, cannot fail to guide any who have a will to discharge this part of their duty. The inhabitants of this district are not indifferent to the education of their youth. Notwithstanding the discouraging effects of the present monetary crisis, a large amount has been raised for school purposes, especially in Yarmouth, and it still appears to be the determination of ratepayers to keep open their schools and support their teachers as a primary duty they owe to their children and society. Bayham is in part an exception to these remarks; four or five of the schools in this Township have not been in operation during the winter, owing, I suppose, to the "hard times." We are adding to the number of our good, spacious, and well-furnished school-houses; many of the old ones have been repaired, new ceiled, and well supplied with maps, &c. The public are learning that they can be "penny wise and pound foolish," in building school-houses and engaging teachers, as well as in private dealings. The result is seen in the class of school-houses lately built and in the character of the teachers employed. What farmer would crowd his stock into a suffocating stall, or leave them exposed to the winter's storm; or what farmer would entrust his land to the charge of an individual who would allow its fertile soil to become overrun with weeds, because he could hire him cheaply? Surely none that had wisdom. Who, then, to save a few dollars, will allow his children to be crowded with others in a small, low, dirty, ill-ventilated room for six or seven hours a-day? What kind or thoughtful parent would choose to send his children to be taught and trained for the duties of life, to have the mind developed and the character formed, by an ignorant, lazy, and ungodly man, because he offers to teach for ten dollars a month? Surely none. I am happy to state we have a decided improvement in our teachers; the incompetent man is left unemployed, to try his fortune in some less responsible calling, or to seek for improvement in general qualification and efficiency. As a lover of education, I thank you heartily for the work on the 'School-house,' and other valuable and excellent documents forwarded to me for each School Section. I will endeavor to place them in the hands of the Trustees without delay. I hope your zeal, efficiency and industry will be appreciated by those with whom, and for whom you labor, and that all will be found willing to co-operate with you in your noble work and successful career. A considerable sum has been expended for maps and apparatus during the year, but little, very little, for books. Trustees and Councilmen are too much afraid of offending those who care but too little for reading, and thus are opposed to a grant for the purchase of a library. I report but few free schools, the compromise with the childless freeholder of a partly free school being generally preferred."

present over the reports of former years, viz.: In 1856 the average time the schools were in operation was nine months, and the average attendance 350. In 1857 the report shows an average of ten months, with an attendance of 432."

117. *The Reverend J. Smythe, Warwick:* "I am glad to say that the public generally take an interest in education, but in consequence of incompetent teachers, and inefficient and obstinate Trustees, the progress of the Common School system has been retarded in several school sections. In a few instances, however, where the teachers have been competent and the Trustees disposed to do their duty, the results have been most satisfactory; from which I conclude that the Common School system when properly carried out is well calculated to promote the education of the masses and secure general approbation. Two new frame school houses have been erected in the past year, and I have been informed that it is contemplated to build several during this year, so that I hope in a short time the log houses,—many of which are very unsuitable,—will all have given place to commodious buildings. The Township library has, I think, conferred a great benefit on the people, by creating a desire for reading and diffusing general information. It contains 500 volumes, most of which have been read in the past year. It has been found impossible to carry out strictly the regulations, and many of the books being bound in an inferior manner have been much injured."

XL. County of Essex.

118. *James King, Esq., Gosfield:* "Our Common Schools are much the same as formerly reported. The Public Library continues its immense benefits to the community, and I hope our Municipal Council will shortly add to it's usefulness by an addition. The regulations are as strictly observed as circumstances will admit."

119. *J. Wigfield, Esq., Mersea:* "I have much pleasure in stating that there is a growing interest being manifested in the education of youth which I think is to be attributed to the general adoption of the Free School system. You will perceive by the accompanying report that in all the schools of this Township during the past year (with one exception) the Scriptures have been read, and the form of prayer recommended by the Council of Public Instruction has been used. The Township Council, I am happy to state, has furnished each school section with maps, but I am sorry to say there is much indifference with respect to the establishment of libraries."

120. *Alexander Craig, Esq., Tilbury West:* "Most of the sections are in a progressive state and doing well, although I have to regret the want of good teachers from the Normal School. At present we are without libraries, and under existing circumstances I cannot say when they will be procured."

I. The Cities.

121. *T. A. Ambridge, Esq., Hamilton:* "I have pleasure in stating that our schools continue in a most satisfactory state. The interest felt in them by the public continues unabated, and the marked progress made by most of the pupils strengthens the general faith in the soundness of our system. The examinations previous to the Christmas holidays attracted this year an unusually large number of visitors. The examination of the senior class of the Central School, in the Hall of the Mechanics' Institute, on the evening of the last day on which the examination at the different schools take place, has come to be looked upon as one of the events of the season, and on this occasion the Hall was filled to overflowing with the principal inhabitants of the City, while large numbers of persons had to be refused admittance. The proceedings passed off to the entire satisfaction of all present. I mentioned particularly this part of our examinations in my letter last year and I do so again now, as it is a very gratifying proof of the interest the public take in the schools, and because it is both gratifying and encouraging to all concerned in their management. Within a short time, and since the removal of the Separate School children, the various schools are opened and closed by each teacher reading to his or her class a portion of the sacred Scriptures, selected by the Principal. I mention this with much pleasure, as by this course the greatest objection ever raised against the Common School is removed, and it will no doubt end in much good. The regulations in the schools continue to be enforced with strictness, and to be cheerfully observed. The library continues to be largely made use of by the pupils and their parents, and I have no doubt has been the means of carrying pleasure and instruction into many families, who previous to its establishment had no such source of enjoyment.

II. The Towns.

122. *W. H. Oliver, Esq., Paris:* "Our entire population (excepting the Roman Catholics) is now receiving education in the Public Schools, and upon equal terms. The classical department is presided over by a very efficient master, and the children of the more opulent of our citizens to whom a classical education is indispensable, are receiving an amount of benefit from our educational institutions fully adequate to the contributions which the law demands from them in support of our Common Schools. The attendance in every department has, during the year now past, been improving both in respect to number and regularity. At present every room is crowded. The progress which the pupils have made appears to me to be very satisfactory; and I think parents generally are also satisfied. Still, feeling ourselves to be in a state of transition, some subjects of study which we wish to have pursued, have been deferred till the new School-house is ready for occupation, when greater facilities for comprehensive schemes will be at the disposal of the teachers."

123. *George Gillespie, Esq., M. D., Picton:* "I have much pleasure in informing you that a general interest is taken by all classes in this vicinity in the

support of education. Our School Board is composed of men who have no motive for supporting education but a general desire for the public good. When the wealthy and intelligent take an active part in such a cause, it is evident that the subject has a stronghold upon the public mind."

124. *The Reverend Robert F. Burns, St. Catherines:* "We have suffered less from the starting of the Separate School than we had reason to expect. The attendance at our Common Schools has kept up well, and their general efficiency remains unimpaired. The existence of the Separate School seems, in the meantime, to have brought out a much larger number than heretofore of that portion of the population for whose special benefit it was designed. I should suppose that at no previous period in the history of our community were so many at one time enjoying educational advantages. The report represents nearly *one thousand* as having attended during the year, to which, if we add those attending the Grammar School (averaging sixty) and private seminaries, the number must be swelled up to fully *twelve hundred*,—a very fair proportion certainly out of a population little exceeding six thousand. The school in St. Paul's ward, attended by colored children, has proved a great success. It was opened in August last, under the supervision of a well qualified teacher, with three pupils; it now numbers over sixty. The examination before the Christmas holidays, gave ample evidence of very satisfactory progress. The ages ranged from five to twenty-five, but, from the eldest to the youngest, all appeared eager to learn. It was peculiarly interesting to mark the beaming faces and sparkling eyes of the large junior class. With the utmost enthusiasm they threw themselves into their lsssons, and fully vindicated their claim to equality with the "pale faces" in capacity for mental learning. During the past year the rate-bill was abolished, and our schools have been entirely free. Fears were entertained at the outset by some that the change would prove injurious, but those have been agreeably disappointed. The new system, so far as I am aware, has given very general satisfaction, and there seems no disposition to revert to the old. Our finances are in a flourishing state. At the commencement of last year, our Treasurer had a balance in hand of over $200; at the commencement of this year his books show over $1,200 to our credit, though we have but the ordinary sources of revenue, and the amount disbursed is nearly the same as usual. I hope that during the current year we may be able to do something in the way of securing school libraries, the importance of which to the development of the mind, counteracting the influence of the pernicious literature so prevalent through our Province, and preserving the young from those haunts and habits of vice into which, outside the school, they are so ready to be led, cannot be over-estimated. Our Town Council devoted $2,000 during the year to the repairs of our Grammar School, on condition of obtaining the right of sending in pupils from the Common School, for gratuitous education. These scholarships will rank as a higher order with prizes, to be competed for by our more advanced pupils; thus furnishing an increasing stimulus to exertion, and preserving the link of connexion which ought ever to exist between our Common and Grammar

Schools. Our buildings are neat and comfortable, and plans are now in contemplation which will tend greatly to their improvement."

III. Town Municipalities.

125. *The Reverend Geo. Bell, B. A., Clifton:* "It will be observed that a sum amounting to upwards of £850 has been expended on a new school-house, &c. The building is a brick structure, two stories high; each story containing a school-room to accommodate about 20 pupils—teachers or class-room, wardrobe and wash-room. The school-rooms have black boards formed of composition on the plaster of the wall. The Trustees are providing suitable furniture, some old desks and seats being used in the meantime. The building is in the centre of an acre of land purchased for £100. We have but one school in operation, taught by a male teacher. The new house is now easily accessible, and the attendance has averaged about 60 since the new year. The attendance still increasing, the Trustees are considering the propriety of opening a second school under a female teacher."

IV. Incorporated Villages.

126. *R. Leslie, Esq., Kemptville:* "During the past year there has been a decided improvement in the Village Schools. The library has been efficiently managed and the regulations well observed. A beneficial influence has been produced in the village by the circulation of the library books, and, when the additions which the Board of Trustees purpose making immediately to the present library are effected, it will be productive of more extended benefit to this community. I hope your civilizing efforts in the cause of education in Canada West may be continued with success."

127. *The Reverend Archibald Lampman, B. A., St. Mary's:* "The report shows that our schools have been fully attended this year, and that the guardians of our educational interests very expensively provided for the better securing of the Common School instruction of the village in future, by the erection of a large and handsome school building. The attendance at our schools during the past year has been nearly equal to the amount of school population; and this fact is, in a great degree, ascribable to the circumstance that the schools are free; were they not so, I am certain many pupils who are now imbibing in our schools the elements of intelligence and moral elevation would be, through the unwillingness or inability of their parents, left to pass their time in idleness and mischief, thereby laying the foundation of a coarse, vicious, and incurably immoral character. On the whole, though no startling effect has been produced here, in the educational department, for the last twelve months (unless it be such that the school-house, just erected, is by far the largest and best in point of architecture of any in the village), I may safely affirm that our future prospect relative to these matters is good, and that the present interest has not been neglected."

Appendix B.

PRISON LIBRARIES ESTABLISHED BY THE DEPARTMENT.

1. *The Reverend Hannibal Mulkins, Chaplain, Provincial Penitentiary:* "I have the honor to acknowledge your letter of the 7th of December, No. 3,163, to the Warden of this Institution, in which you state that having made an apportionment from the Public School Library Fund towards the establishment of a library in this institution, you desire to know whether the books have been applied for and read to any great extent, and what have been the general effects of the library upon the prisoners, as you were anxious to obtain the fullest information on this subject. In reply I am to inform you that the books procured at your Department were put in immediate circulation among such convicts as were able to read. The number of prisoners capable of reading in 1857 was about 600. The number of volumes received from the Educational Department was nearly 150, being one volume to every four convicts. These books were therefore not sufficient to supply all the applications from convicts for them. But the librarian instantly distributed them as far as they would go towards meeting the demand; and when the convicts first receiving had read them, they were given out to others, and so on until all the convicts able to read had had the opportunity of reading more or less of the library. In this way the librarian has continued from week to week to distribute these books among the convicts, so that they have been in constant and general circulation, and, being non-sectarian in their character, have been distributed freely among, and read by, convicts of all creeds. There can scarcely be a difference of opinion as to the effect produced by reading good and useful books. The frequency and eagerness with which the convicts have applied for books, and the avidity with which they have read them, show that they feel a strong desire to read books of useful information. I have never known a convict to refuse a good book, but I have seen numbers sorrowful when there was none to give them. To convicts isolated from the world and precluded from the privilege of conversing with one another, a good book becomes to them as a companion and friend, converses with them in their solitude, occupies the thought and attention which perhaps had otherwise been spent in useless and unavailing reflections, and it may be, imperceptibly to themselves, communicates something of its own spirit and tone. It is somewhat remarkable that prisoners learn with great rapidity. There is now a young man in this prison whose parents had sent him to school for four years, and who nevertheless, was unable to read when he came here, ignorant and untaught in all respects. In one year in this Institution he was taught to read, write, and cipher tolerably well, and besides all this, in the same time was enabled to read several of the library books. I am convinced that every convict discharged leaves the institution much improved in general knowledge, and nothing can contribute so much to this as a good library. As an instance of the

manner in which convicts apply themselves, I may mention that there is a person here who in the last year has committed to memory several books in the Old Testament, and moreover all the writings of St Paul, and that too so perfectly that he can begin at the first chapter and verse and repeat them onward, or at the last chapter and verse and repeat them to the first. Every convict here is supplied with a Bible—the Roman Catholics with their version and the Protestant convicts with the authorized version. The sacred volume is not neglected amongst them, but as might be expected, there are many convicts who would read a work on History, Art, or Science, on Natural or Moral Philosophy, or on Natural Religion, when perhaps they might not care to read the Holy Scriptures. Wrong as such a spirit may be, yet good books on these subjects might possibly lead them from studying God's marvellous works, to love, and at length to believe and obey His marvellous word. I have frequently noticed with much pleasure the application of the convicts in reading these library books. In the work shop the book is often seen by their side; in the dining hall when their meal is over, the book is in requisition, in the cell as long as their is sufficient light, the convict is reading, and though in some cases these books may not be appreciated, may even be rejected, and the knowledge which they communicate be abused, yet on the whole they have been read with deep interest and attention by the convicts who, unquestionably, have been beneficially effected by them. I wish the Library was sufficiently large to enable the Librarians to distribute weekly some good and useful volume to every one of the 733 convicts now in prison here." [Application has since been made to the Department for a further supply of books for the library.]

2. *Mr. George L. Allen, Governor of Toronto Jail:* "In reply to a circular from the Education Office, No. 3,160, bearing date 7th of December, 1857, desiring information whether the books supplied for the instruction of the prisoners incarcerated in this institution have been applied for and read to any great extent, and what my opinion may be of the general effects of the library upon the prisoners, I beg leave to state that the books have been very generally applied for, and to all appearance have been attentively perused by the prisoners who used them. As to the 'general effects' produced upon them, I am not prepared to speak with any degree of certainty. The major part of my prisoners being committed for such brief periods, varying from twenty-four hours to thirty days, that much good could not be expected to be effected in this brief space. The only benefit which I have with any certainty known to accrue from the use of the books, was, that reading kept them occupied, and the discipline of the prison has not been so much disturbed by the scheming and sky-larking of its inmates."

3. *Mr. George Forbes, Gaoler, Woodstock:* "I beg to inform you that the books sent have been applied for and placed in the Gaol for the use of prisoners. The selection for the Library suits the general character of the prisoners very well, although I find the general application is for historical works and other works of an interesting character. A very small minority of the prisoners desire to have religious works supplied them, but nevertheless such are sometimes asked for and read. On the whole, the Library has

been extensively read, and I think must have been of great benefit to a large number; indeed it is commonly the practice in the day-rooms for some one of the prisoners to read aloud for the benefit of those who cannot read, and, as several of those men have scarcely ever had any instruction or information, it must be the means of bringing conviction to the minds of some that it is really profitable even in a worldly point of view to bear a moral and religious character. From my experience I think that although a Prison Library should consist chiefly of works of a moral and religious character, yet I am also of opinion that there should be a large number of works of an interesting and instructive character, not strictly religious, such as history, &c. &c."

4. *Mr. John S. Sprowle, Governor of Whitby Gaol:* "In reply to your inquiry respecting Library furnished by the Education Office from the Public School Library Fund, I have to state for your information that the books are regularly applied for and eagerly read. I have also much pleasure in stating the results have been most satisfactory, as we have now by far less noise and much better behaviour than formerly, which I attribute solely to the prisoners having books to occupy their time and attention. It is a common practice for one to read aloud for the amusement (and I hope instruction) of those who cannot read themselves, which class I find particularly desirous of availing themselves of the opportunities offered. In my opinion the Library is a valuable acquisition to our Gaol, and no doubt it would prove so to others throughout the Province."

Appendix C.

GENERAL REPORTS UPON THE STATE OF THE GRAMMAR SCHOOLS OF UPPER CANADA FOR THE YEAR 1857.

No. 1.—Report upon the condition and progress of the Grammar Schools in the Western Section of Upper Canada, by the Reverend William Ormiston, M.A., Inspector.

HAMILTON, March, 1858.

SIR,—In addition to the special Report which I have already transmitted to you, I have the honor to lay before you the following general observations on the condition and progress of the Grammar Schools in the western section of Upper Canada, during the year 1857; and, in doing so, I beg leave respectfully to refer to the Reports of Mr. Robertson and myself for the year 1856, now published, as they contain much that is still applicable to the schools, but which here it is unnecessary to repeat.

During the year, *five* new schools have been opened west of the County of Ontario—viz., Weston, Grimsby, Merrittsvillle, Drummondville, and Owen Sound,

making the entire number established, west of Toronto, 43; united with the Common Schools, 18; District Grammar Schools, 22; never opened (Cayuga and Fingal), 2; closed, for the time (Sandwich), 1.

Of the 18 Union Schools, two are taught by one Master, viz., Bond Head and Scotland; four by two; six by three; two by four; three by more than four; and 1, union merely nominal.

Of the 22 District Grammar Schools, 15 are taught by one Master, five by two, one by three, and one by four.

The 40 school-houses may be classed thus:

15—Good, some of them large, elegant, and well furnished.

6—Tolerable, not very commodious, and only moderately furnished.

7—Old, small, or very ill furnished.

3—Being erected—first class—Paris, Ingersoll, Port Dover.

2—Taught in suitable apartments of the Common Schools, though not united with them—Milton and Berlin.

While not a few elegant and commodious school-houses have lately been erected, and more or less fully fitted and furnished, there are still a number which are very unsightly and altogether inadequate and unsuitable. In most cases, however, they are likely soon to be replaced by more respectable and serviceable edifices. The external appearance of many of the school-houses has been very much improved during the year, by the erection or painting of fences, sheds, and proper out-houses, and in some cases by the planting of trees and shrubs, or otherwise improving the grounds. A very small outlay in this way on the part of the Trustees, and a little taste, labor and care on the part of the Teachers, might soon render the school-house the most attractive and homelike spot in the neighborhood—an object of honest patriotic pride, instead of an eyesore and a reproach, as has been too long and too commonly the case—and this could all the more easily be accomplished, as the lots on which the school-houses are built are generally large enough to admit of considerably extensive improvements of this sort, and nothing is likely to exert a finer influence over the manners of the pupils and affect more happily their conduct in the school and towards each other, or contribute more directly to both mental and moral culture, than the silent but eloquent and impressive monitions of tasteful arrangement and natural beauty around the school-room, and order, neatness and cleanliness within it. Indeed the absence of such influences is always to be deplored, as a sad hindrance and defect in the work of education. The difference between schools in this respect is most striking—some neat, cleanly and inviting; others dirty, dilapidated, and forbidding—and the corresponding effects may be anticipated within—and it is painful indeed to notice the evidences of great carelessness—nay, culpable neglect, on the part of some teachers, and of unmannerly rudeness and low depravity on the part of their scholars, as seen in the whittled, besmeared, and

in different terms. In some of the union schools, tuition in all branches is free; in Grammar Schools, fees vary from $2 to $10 per quarter.

It is still a matter of regret that the Trustees of these schools, gentlemen of intelligence, education, and influence, as most of them are, do not take a deeper personal interest in their progress. The almost universal excuse is, that they have no power to do anything for the school, as no funds are at their disposal. In many instances, however, I was accompanied in my visits to the schools by one or more of the respective Boards of Trustees, who manifested a very strong desire to do all in their power to sustain and increase the efficiency of the schools.

In conclusion, I have only to refer to the suggestions with which I closed my last report, viz.:—

That the management of the Grammar Schools be transferred from the County Councils to the Municipal authorities of the city, town, or village where they are situated.

That no Grammar School be opened or sustained where there are not at least *ten* pupils prosecuting studies not provided for in the Common Schools.

That the moneys be apportioned according to average attendance.

And I would beg leave to add that in my opinion it would be better if all candidates for Masterships in these schools were required to pass the same examination or test; and also, that while the Trustees alone should have the power to engage the teachers, they should not have the authority to dismiss them without the privilege of appeal to some other and disinterested party.

I have the honor to be,
Your obedient Servant,
W. ORMISTON.

The Reverend
Egerton Ryerson, D. D.,
Chief Superintendent of Education, U. C.

No. 2.—Report of the Grammar Schools in the Eastern Section of Upper Canada; by Thomas Jaffray Robertson, Esq., M.A., Inspector.

Toronto, July, 1858.

Sir,—I have the honor to submit for the consideration of the Council of Public Instruction, the following general Report on the Grammar Schools east of Toronto, inspected by me during the year 1857; I beg to remind you that I have already sent in a minute special report on each school separately.

Of the forty-one Grammar Schools in this section of the Province, eleven were

not in operation at the time of my visit; three of these were without teachers, three had been given up, and five may be said never to have been in existence. In four of the remaining thirty, there were no classical pupils; in four others, the number learning the classics were either three or under; and in twelve instances they varied between ten and thirty-two, while in the remaining ten schools, the classical pupils varied between three and ten; thus in only twelve cases did the classical pupils exceed ten.

From the preceding statements, as well as from the particulars detailed in my special reports, it is evident that many of these establishments cannot possibly be considered Grammar Schools, and indeed they are situated in districts where well conducted common schools would be of far greater utility.

The teaching, discipline, and general condition of several of the other schools have improved; but, nevertheless, comparing the numbers of classical pupils in 1857, with those in the same schools in 1855, a positive falling off is observed in many instances; nor has a satisfactory progress been made in the advancement of the classes, which appear in various cases to have advanced no farther in their classical studies than the stage they had reached two years previously; schools whose highest Latin class was in Cæsar, or some equivalent book, in 1855, containing no more advanced pupils in 1857. I do not attribute this circumstance to the teachers, but rather to the fact, that in several instances these schools are established in places where there exists little desire for classical knowledge, save on the part of very few, and then only for the small amount necessary to commence the study of some profession, and consequently the pupils are drafted off for a variety of pursuits, and their places supplied by beginners, and thus the classes seemingly never advance beyond a certain stage of progress. Even those parents whose means and wishes would lead them to have their children prepared for matriculation in a University, not unfrequently prefer sending them to some distant seminary of established repute, or even to a private school in their neighborhood. This is particularly evident where the Grammar and Common Schools are united under the same roof. There appears to exist a strong feeling against sending boys for classical instruction to a Union School, and I cannot avoid coming to the conclusion, that in the towns large enough to support a separate classical school, the Grammar School portion of the united schools is not flourishing, but is gradually assuming the condition of a few pupils learning the classics in a large Common School. In short, I do not think that the Grammar Schools while so united will ever attain the status to which they should aspire, namely, that of High Classical Seminaries.

It may be said that these Union Schools may be of advantage in villages to afford an opportunity for classical instruction to some few who would otherwise be without it. In all such cases the numbers learning the classics will be very small, certainly much below any average attendance likely to be fixed by law as necessary to constitute a Grammar School. This is fully borne out by the numbers I have given, which show, that in 18 of the 30 schools which I found in operation, the number of such pupils was under 10, there being none in 4 instances, and

less than 3 in other 4. If the primary object of Grammar Schools be to afford instruction in the ancient classics, how can such establishments be called Grammar Schools? Moreover, it is not likely that the emoluments offered by such schools would secure the services of accomplished teachers, and thus the progress of classical learning in the country would scarcely be aided by their existence. In fine, Grammar Schools are and have been in existence for years in places where apparently they are not required, and where the community would be more benefitted by the establishment of good Common Schools, while the public money thus saved might be appropriated to the support of real classical high schools under eminent masters, in large towns and cities, where such schools are wanted, and where they would be supported by the public, particularly when placed under the tuition of men of standing and ability, whose services might be secured by a liberal remuneration.

I do not deem it necessary to review here the observations I have already made on those particulars in the condition of the schools requiring special attention, but beg respectfully to refer the Council to my general report for 1856, in which these subjects are fully discussed; the introduction, however, of improved modes of teaching, discipline, and organization, together with more extended and progressive views regarding æsthetic education, is so important that I venture again to submit it for special consideration, and I do so the more willingly because I am aware that the action of the Council in establishing the Model Grammar School, now about to come into operation, will do much towards remedying the deficiencies on these points by affording teachers an opportunity of obtaining by actual observation, and, I trust, by practice also, such information as will enable them to discharge with increased advantage to the public the onerous duties entrusted to them.

There is another remark of perhaps minor importance to which I wish to direct attention. The programme drawn out by the Council of Public Instruction is not adhered to with sufficient strictness. This is a source of great irregularity, and interferes with the organization of the schools to a very great extent. All the classes in a Grammar School entering on a particular year should be required to go together through all the studies laid out for that year, and these studies should be so definitely arranged that there could be neither question nor doubt regarding the precise work in each subject of instruction to be gone through in any named year. This is not done, sometimes from the inexperience of the teacher, but oftener in consequence of the interference of parents requiring their children to direct their attention to certain branches only, to the exclusion of others; this perhaps cannot be altogether prevented, and is the natural result of a parent's anxiety for his child's success in some particular walk; it is nevertheless very mischievous in its effects on the order of the school, and certainly should be as much as possible avoided in a public school, where the necessities of private convenience should be made to yield to public utility. It might also be found advantageous to specify more minutely in the programme the studies of each class for each year, as by so

doing greater uniformity of system would be obtained and less would be left to the judgment and discretion of an inexperienced teacher.

In many instances the efficiency of all schools, supported more or less by the public money, may be considerably increased by a careful system of public inspection. To make any such inspection really effective, it should be conducted by trained practical teachers; trained, I mean, if not in a Normal School, at all events by previous experience, without which, indeed, the duties of inspector of schools can scarcely be discharged with full effect, inasmuch as an inspector should examine each class in the different branches of instruction as much as possible, according to the recognised system, whatever that may be; he should also be prepared to aid teachers by advice in difficulties, and introduce improved organization and modes of teaching where deficiencies existed. Before closing this report, I would venture to suggest the propriety of arranging and regulating the mode of reporting, which may readily be done in the manner already, I believe, contemplated by the Council, namely, by drawing up printed forms of report containing a series of questions directed to every item requisite to convey a clear idea of the actual condition of the school; such, for example, as the name and locality of the school, the nature of the house as to dimensions, rooms, materials; its condition as to cleanliness and repair; the state of the playground, fences and out-houses; the funds from which built; the tenure, &c. The number of pupils on the roll and in average attendance during some given period; the numbers present learning the different branches; the style of the answering in the different subjects; the nature of the organization, including rewards and punishments; general condition as to neatness, order, and cleanliness; arrangements connected with religious exercises; names and qualifications of the teachers; the date of inspection; the time spent in the school-room in the duty of inspection; observations of trustees; the general circumstances of the neighborhood, particularly as regards Grammar School education; the improvement since previous inspection; these, and probably several other particulars might with propriety be included in any general form of report.

In my special reports on the schools, I have in general directed my attention to the preceding particulars; and, as I am now no longer discharging the duty of Inspector of Grammar Schools, I take the opportunity of respectfully submitting to your consideration the foregoing suggestions, as well as those contained in my former general reports, particularly that for 1856.

I have the honor to be, Sir,
Your very obedient Servant,
THOS. J. ROBERTSON, M. A.,
Inspector of Grammar Schools.

The Reverend E. Ryerson, D. D.,
Chief Superintendent of Schools,
Education Office,
Toronto.

Appendix D.

THE SYSTEM OF NATIONAL EDUCATION IN IRELAND.

No. 1.—LETTER OF THE RIGHT HON. E. G. STANLEY (LORD DERBY), CHIEF SECRETARY TO HIS EXCELLENCY THE LORD LIEUTENANT, ADDRESSED TO HIS GRACE THE DUKE OF LEINSTER, ESTABLISHING THE SYSTEM OF NATIONAL EDUCATION IN IRELAND.

(Copy.) IRISH OFFICE, London, October, 1831.

MY LORD—His Majesty's Government having come to the determination of empowering the Lord Lieutenant to constitute a Board for the superintendence of a system of National Education in Ireland, and Parliament having so far sanctioned the arrangement, as to appropriate a sum of money in the present year, as an experiment of the probable success of the proposed system, I am directed by His Excellency to acquaint your Grace, that it is his intention, with your consent, to constitute you the President of the New Board. And I have it further in command to lay before your Grace the motives of the Government in constituting this Board, the powers which it is intended to confer upon it, and the objects which it is expected that it will bear in view, and carry into effect.

The Commissioners, in 1812, recommended the appointment of a Board of this description, to superintend a system of Education, from which should be banished even the suspicion of proselytism, and which, admitting children of all religious persuasions, should not interfere with the peculiar tenets of any. The Government of the day imagined that they had found a superintending body, acting upon a system such as was recommended, and intrusted the distribution of the National Grants to the care of the Kildare Place Society. His Majesty's present Government are of opinion, that no private Society, deriving a part, however small, of their annual income from private sources, and only made the channel of the munificence of the Legislature, without being subject to any direct responsibility, could adequately and satisfactorily accomplish the end proposed; and while they do full justice to the liberal views with which that Society was originally instituted, as well as to the fairness with which they have, in most instances, endeavoured to carry their views into effect, they cannot but be sensible that one of the leading principles of that Society was calculated to defeat its avowed objects, as experience has subsequently proved that it has. The determination to enforce in all their Schools the reading of the Holy Scriptures without note or comment, was undoubtedly taken with the purest motives; with the wish at once to connect religious with moral and literary education, and, at the same time, not to run the risk of wounding the peculiar feelings of any sect, by catechetical instruction, or comments which might tend to subjects of polemical controversy. But it seems to have been overlooked, that the principles of the Roman Catholic Church (to which, in any system intended for general diffusion

throughout Ireland, the bulk of the pupils must necessarily belong) were totally at variance with this principle; and that the reading of the Holy Scriptures without note or comment, by children, must be peculiarly obnoxious to a Church, which denies, even to adults, the right of unaided private interpretation of the Sacred Volume in articles of religious belief.

Shortly after its institution, although the Society prospered and extended its operations under the fostering care of the Legislature, this vital defect began to be noticed, and the Roman Catholic Clergy began to exert themselves with energy and success, against a system to which they were in principle opposed, and which they feared might lead in its results to proselytism, even although no such object were contemplated by its promoters. When this opposition arose founded on such grounds, it soon became manifest that the system could not become one of National Education.

The Commissioners of Education, in 1824–25, sensible of the defects of the system, and of the ground, as well as the strength of the objection taken, recommended the appointment of two Teachers in every school, one Protestant, and the other Roman Catholic, to superintend separately the religious education of the children: and they hoped to have been able to agree upon a selection from the Scriptures, which might have been generally acquiesced in by both persuasions. But it was soon found that these schemes were impracticable; and in 1828, a Committee of the House of Commons, to which were referred the various Reports of the Commissioners of Education, recommended a system to be adopted which should afford, if possible, a combined literary, and a separate religious education, and should be capable of being so far adapted to the views of the religious persuasions which divide Ireland, as to render it, in truth, a system of National Education for the lower classes of the community.

For the success of the undertaking, much must depend upon the character of the individuals who compose the Board; and upon the security thereby afforded to the country, that while the interests of religion are not overlooked, the most scrupulous care should be taken not to interfere with the peculiar tenets of any description of Christian pupils.

To attain the first object, it appears essential that a portion of the Board should be composed of men of high personal character, and of exalted station in the Church; for the latter, that it should consist in part of persons professing different religious opinions.

It is the intention of the Government, that the Board should exercise a complete control over the various schools which may be erected under its auspices, or which, having been already established, may hereafter place themselves under its management, and submit to its regulations. Subject to these, applications for aid will be admissible from Christians of all denominations; but as one of the main objects must be to unite in one system children of different creeds, and as m[illegible]

must depend upon the co-operation of the resident Clergy, the Board will probably look with peculiar favor upon applications proceeding either from,

1st. The Protestant and Roman Catholic Clergy of the Parish; or,
2nd. One of the Clergymen, and a certain number of Parishioners, professing the opposite creed; or,
3rd. Parishioners of both denominations.

Where the application proceeds exclusively from Protestants, or exclusively from Roman Catholics, it will be proper for the Board to make inquiry as to the circumstances which lead to the absence of any names of the persuasion which does not appear.

The Board will note all applications for aid, whether granted or refused, with the grounds of the decision, and annually submit to Parliament a Report of their proceedings.

They will invariably require, as a condition not to be departed from, that local funds shall be raised, upon which any aid from the public will be dependent.

They will refuse all applications in which the following objects are not locally provided for:

1st. A fund sufficient for the annual repairs of the school-house and furniture.
2nd. A permanent salary for the Master, not less than pounds.
3rd. A sum sufficient to purchase books and school requisites at half-price, and books of separate religious instruction at prime cost.
4th. Where aid is required from the Commissioners for building a school-house, it is required that at least one-third of the estimated expense be subscribed, a site for building, to be approved of by the Commissioners, be granted to them, and the school-house, when finished, to be vested in them.

They will require that the Schools be kept open for a certain number of hours, on four or five days of the week, at the discretion of the Commissioners, for moral and literary education only; and that the remaining one or two days in the week be set apart for giving, separately, such religious education to the children, as may be approved of by the Clergy of their respective persuasions.

They will also permit and encourage the Clergy to give religious instruction to the children of their respective persuasions, either before or after the ordinary school hours on the other days of the week.

They will exercise the most entire control over all books to be used in the schools, whether in the combined literary, or separate religious instruction; none to be employed in the first, except under the sanction of the Board, nor in the latter, but with the approbation of the Members of the Board of the persuasion of those for whom they are intended.

They will require that a Register shall be kept in the Schools, in which shall be entered the attendance or non-attendance of each child on Divine Worship on Sundays.

They will, at various times, either by themselves, or by their Inspectors, visit and examine into the state of each School, and report their observations to the Board.

They will allow to the individuals or bodies applying for aid, the appointment of their own Teacher, subject to the following restrictions and Regulations:

1st. He (or she) shall be liable to be fined, suspended, or removed altogether, by the authority of the Commissioners, who shall, however, record their reasons.

2nd. He shall have received previous instruction in a Model School, to be established in Dublin.

N.B.—It is not intended that this regulation should apply to prevent the admission of masters or mistresses of schools already established, who may be approved of by the Commissioners, nor of such as the Board may think fit to appoint, before the proposed Model School may come into full operation.

3rd. He shall have received testimonials of good conduct and of general fitness for the situation, from the Board, or the persons employed by them to conduct the Model School.

The Board will be intrusted with the absolute control over the funds which may be annually voted by Parliament, which they shall apply to the following purposes:

1st. Granting aid for the erection of schools, subject to the conditions hereinbefore specified.

2nd. Paying Inspectors for visiting and reporting upon schools.

3rd. Gratuities to Teachers of schools conducted under the rules laid down, not exceeding pounds each.

4th. Establishing and maintaining a Model School in Dublin, and training teachers for country schools.

5th. Editing and printing such books of moral and literary education as may be approved of for the use of the schools, and supplying them and school necessaries, at not lower than half-price.

I have thus stated the objects which His Majesty's Government have in view, and the principal regulations by which they think those objects may be most effectually promoted; and I am directed by the Lord Lieutenant to express His Excellency's earnest wish that the one and the other may be found such as to procure for the Board the sanction of your Grace's name, and the benefit of your Grace's attendance.

A full power will, of course, be given to the Board to make such regulations upon matters of detail, not inconsistent with the spirit of these Instructions, as they may judge best qualified to carry into effect the intentions of the Government and of the Legislature. Parliament has already placed at His Excellency's disposal a sum which may be available even in the course of the present year; and as soon as the Board can be formed, it will be highly desirable that no time should be lost, with a view to the estimates of the ensuing year, in enabling such schools, already established, as are willing to subscribe to the conditions imposed, to put in their claims for protection and assistance; and in receiving applications from parties desirous to avail themselves of the munificence of the Legislature, in founding new schools under your regulations.

I have the honor to be, my Lord,
Your Grace's most obedient servant,
(Signed,) E. G. STANLEY.

To His Grace the Duke of Leinster,
&c. &c.

No. 2.—THE FOLLOWING DOCUMENT, EXPLANATORY OF THE FOREGOING CONDITIONS, WHICH HAD BEEN MISUNDERSTOOD, HAVING BEEN DRAWN UP BY THE COMMISSIONERS, AS CONTAINING THEIR VIEWS OF THEM, HAS RECEIVED THE APPROBATION AND SANCTION OF HIS MAJESTY'S GOVERNMENT. [1832.]

As some parts of the plan of education committed to the Commissioners, to be by them carried into effect, have, as it appears, been misunderstood, the Commissioners beg to submit to Government, the sense in which they have understood and acted upon, the instructions given in the letter of the Chief Secretary for Ireland, that the Government may confirm them in their mode of procedure where they are right, and correct them where they are wrong.

I. In giving a control to individual members of the Board, over books to be used in the particular religious instruction of different denominations of pupils, the Board do not understand that it was the intention of His Majesty's Government either to claim for themselves, or to vest in the Commissioners, any control over the use of the Sacred Scriptures, or over the standards of the Established Churches of Ireland—or of Scotland—or of the Roman Catholic Church, but only over books composed by private authors; and that the control over these is required merely for the purpose of checking the introduction of books of injurious tendency.

II. The Board do not understand that it is imperative upon them to edit all books used in the schools receiving grants from them; but that they are at liberty to sanction such books as may previously be in use in schools, in behalf of which applications are made; or such as may be preferred by the local patrons and conductors of schools, provided that they find nothing objectionable in them. Under this view of the duty assigned to them, they require a list of the books used in the schools which they are requested to aid, and have already frequently sanctioned the school-books issued by the Kildare-Place Society—and also, after

certain alterations, the school books issued by the Catholic Book Society. The Board wish to remark, that they have never conceived it would be expedient to render the use of any particular book or books imperative.

III. The Board understand that the control over Teachers of schools is vested primarily in their Local Patrons and Conductors; and that the power required by the Government to be conceded to the Board, of fining and dismissing teachers, is to be exercised only in case of such Local Patrons and Conductors, after receiving grants, seeking to protect teachers in violating the rules of the Board; or retaining teachers found, on trial, to be incompetent.

IV. The Board understand that they are to require a permanent submission to its regulations, only in those cases in which grants have been made towards the erection of school houses, to be vested in trustees, according to the directions of Government; and that in schools receiving occasional or annual grants, such as salaries for the teachers, &c., they are to require submission to their regulations only during the period for which grants are made.

V. By encouraging the Pastors of different denominations to give religious instruction to the children of their respective flocks, out of school hours, the Board understand, merely affording to such Pastors facility of access to the pupils at the times specified, and not employing or remunerating them. And they understand that the parents and guardians of the children are to determine to what denomination they respectively belong—the Board taking no cognizance of the matter.

VI. The Board understand that the times for religious instruction are to be determined by the Local Patrons and Conductors of Schools; the power vested in the Board on that subject being merely to see that, at least, one week-day in the week is set apart for that purpose; they also understand, that the religious instruction given may, or may not be in the school room; the choice of the place being left to the Pastors of the children, but that liberty is to be secured to them to assemble the children of their respective flocks in the school room, if they see fit.

VII. The Board understand that they are not, in ordinary cases, to exercise control over the use of the school rooms on Sundays, that control being left to the Local Conductors of schools; but that if any use be made of them, tending to contention and well-founded complaints between adverse parties, it is competent for the Board to interfere for the purpose of remedying the evil.

The Board beg leave to add, that they do not regard these observations as altering or modifying, in any degree, the original instructions communicated to them in the Chief Secretary's Letter, of October, 1831; they offer them as containing views which they have always entertained of their instructions, and upon which they have uniformly acted since the commencement of their labours.

By desire of the Commissioners,

(Signed) THOMAS F. KELLY,
Secretary.

No. 3.—FOUR PROPOSITIONS SUBMITTED BY THE PRESBYTERIAN GENERAL SYNOD OF ULSTER TO THE GOVERNMENT AND TO THE COMMISSIONERS. [1833.]

RESOLVED:—

1stly. That the ministers and people of this church, *without the necessary concurrence of the ministers or members of any other church*, shall enjoy the right of applying to the Board of Education for aid to schools, by a statement of the constitution and regulations of the schools, accompanied with an engagement to adhere to them; but in this proposition recognising the right of the Board to consider the regulations, and to decide accordingly.

2ndly. That it shall be the right of all parents to require of patrons and managers of schools, to set apart for reading the Holy Scriptures a convenient and sufficient portion of the stated school hours, and to direct the master, or some other whom the parents may appoint and provide, to superintend the reading.

3rdly. That all children whose parents and guardians shall so direct, shall daily read the Holy Scriptures during the period appointed, but that no compulsion whatever be employed to induce others to read, or remain during the reading.

4thly. That every use of school-rooms be vested in the Local Patrons or Committees, subject in case of abuse to the cognizance of the Board.

---

(2) *Extract of the Board's Minute thereon, dated August* 26, 1833.

The Commissioners having considered the propositions of the Synod of Ulster thus submitted to them, are of opinion that these propositions do not contain any thing inconsistent with the principles of the system of Education* com-

* The following letter addressed to a minister of the Synod of Ulster, will further explain the previous views of the Commissioners on the substance of these propositions:

(Copy.) EDUCATION OFFICE, Dublin, 25th July, 1833.

SIR,—I had the honor of submitting to the Commissioners of Education, your letter of the 16th instant, in which you desire to know whether aid can be extended by them towards the Temple Meeting house school, the business of which you state to be conducted in the following manner, namely, that it opens at ten o'clock and closes at three; that the attention of the pupils, until two each day, is confined to the usual literary education; that the books used by the children are those formerly supplied by the Kildare-place Society; that the last hour is employed in reading and instruction in the Holy Scriptures, by such pupils as are advanced to an Old or New Testament class, if permitted by their parents to join in such an exercise; that those who are not so advanced, or who are not allowed by their parents to read the Word of God, may either pursue the usual routine of business of the school, or retire if they please, and that Saturday is employed in directing the attention of those who have not entered a Scripture class, to what they may have been doing during the week, and in catechising those who have, in their knowledge of the Scriptures. The Commissioners having considered your letter, desire me to state that the regulations of the Temple Meeting school appear to them to agree in principle with those by which they are governed. The rule that the hour from two till three of each day, except Saturday, should be employed in reading and instruction in the Holy Scriptures is quite compatible with the regulations of the Commissioners, provided that such children only as are directed by their parents to attend, be then allowed to continue in school, and that all others do then retire; and with respect to the exercises on Saturday, it also is compatible with their rules,

mitted to their charge; and His Excellency the Lord Lieutenant having approved thereof, they will receive applications from the patrons of schools in conformity thereto, and grant aid, upon having such queries as they shall deem necessary to put, satisfactorily answered.*

(Signed,) T. F. KELLY,
Secretary.

No. 4.—RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION, IRELAND; FROM THE TWENTY-FIRST REPORT OF THE COMMISSIONERS (1854.)

I. Object and Fundamental Principle of the System of National Education.

CONTENTS OF THE FIRST DIVISION.

I. Object and Fundamental Principle of the System of National Education.
II. Management of National Schools.
III. Description of Schools to which the Commissioners grant aid.
IV. Religious and Secular Instruction.
V. Use of School-houses.
VI. Use of Books or Tablets.
VII. Appointment and dismissal of Teachers.
VIII. Inspection by the Commissioners or their Officers.
IX. Admission of Visitors.
X. Miscellaneous.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

---

provided that those children only shall attend upon that day whose parents direct that they shall join in reading or receiving instruction in the Holy Scriptures; so that an opportunity be thus afforded for all others to receive such religious instruction, at that time, as their parents or guardians shall provide for them. As you mention that you occasionally visit the school, to mark the progress and administer such instruction as the circumstance and capacity of the children may require, the Commissioners desire me to observe, that it is of the essence of their rules that religious instruction should be given only at the time specifically appointed for that purpose; and that children whose parents do not direct them to be present at it, should previously retire. The Commissioners having thus explained their views, and anticipating that you will conform to them, direct me to signify their readiness to make a grant towards the support of the Temple Meeting-house school on your returning the paper which I herewith transmit, properly filled and signed.

I have the honor to be, Sir,
Your most obedient servant,
(Signed,) Thomas F. Kelly,
Secretary.

* In the Appendix to Second Report, will be found the regulations and directions to be attended to in making application to the Board of Commissioners for aid, which have been drawn up by them, in conformity with the principles laid down in the foregoing documents, which regulations and directions were laid before Government, and approved, previously to their being issued.

A full power will, of course, be given to the Board to make such regulations upon matters of detail, not inconsistent with the spirit of these Instructions, as they may judge best qualified to carry into effect the intentions of the Government and of the Legislature. Parliament has already placed at His Excellency's disposal a sum which may be available even in the course of the present year; and as soon as the Board can be formed, it will be highly desirable that no time should be lost, with a view to the estimates of the ensuing year, in enabling such schools, already established, as are willing to subscribe to the conditions imposed, to put in their claims for protection and assistance; and in receiving applications from parties desirous to avail themselves of the munificence of the Legislature, in founding new schools under your regulations.

I have the honor to be, my Lord,
Your Grace's most obedient servant,
(Signed,) E. G. STANLEY.

To His Grace the Duke of Leinster,
&c. &c.

No. 2.—THE FOLLOWING DOCUMENT, EXPLANATORY OF THE FOREGOING CONDITIONS, WHICH HAD BEEN MISUNDERSTOOD, HAVING BEEN DRAWN UP BY THE COMMISSIONERS, AS CONTAINING THEIR VIEWS OF THEM, HAS RECEIVED THE APPROBATION AND SANCTION OF HIS MAJESTY'S GOVERNMENT. [1832.]

As some parts of the plan of education committed to the Commissioners, to be by them carried into effect, have, as it appears, been misunderstood, the Commissioners beg to submit to Government, the sense in which they have understood and acted upon, the instructions given in the letter of the Chief Secretary for Ireland, that the Government may confirm them in their mode of procedure where they are right, and correct them where they are wrong.

I. In giving a control to individual members of the Board, over books to be used in the particular religious instruction of different denominations of pupils, the Board do not understand that it was the intention of His Majesty's Government either to claim for themselves, or to vest in the Commissioners, any control over the use of the Sacred Scriptures, or over the standards of the Established Churches of Ireland—or of Scotland—or of the Roman Catholic Church, but only over books composed by private authors; and that the control over these is required merely for the purpose of checking the introduction of books of injurious tendency.

II. The Board do not understand that it is imperative upon them to edit all books used in the schools receiving grants from them; but that they are at liberty to sanction such books as may previously be in use in schools, in behalf of which applications are made; or such as may be preferred by the local patrons and conductors of schools, provided that they find nothing objectionable in them. Under this view of the duty assigned to them, they require a list of the books used in the schools which they are requested to aid, and have already frequently sanctioned the school-books issued by the Kildare-Place Society—and also, after

certain alterations, the school books issued by the Catholic Book Society. The Board wish to remark, that they have never conceived it would be expedient to render the use of any particular book or books imperative.

III. The Board understand that the control over Teachers of schools is vested primarily in their Local Patrons and Conductors; and that the power required by the Government to be conceded to the Board, of fining and dismissing teachers, is to be exercised only in case of such Local Patrons and Conductors, after receiving grants, seeking to protect teachers in violating the rules of the Board; or retaining teachers found, on trial, to be incompetent.

IV. The Board understand that they are to require a permanent submission to its regulations, only in those cases in which grants have been made towards the erection of school houses, to be vested in trustees, according to the directions of Government; and that in schools receiving occasional or annual grants, such as salaries for the teachers, &c., they are to require submission to their regulations only during the period for which grants are made.

V. By encouraging the Pastors of different denominations to give religious instruction to the children of their respective flocks, out of school hours, the Board understand, merely affording to such Pastors facility of access to the pupils at the times specified, and not employing or remunerating them. And they understand that the parents and guardians of the children are to determine to what denomination they respectively belong—the Board taking no cognizance of the matter.

VI. The Board understand that the times for religious instruction are to be determined by the Local Patrons and Conductors of Schools; the power vested in the Board on that subject being merely to see that, at least, one week-day in the week is set apart for that purpose; they also understand, that the religious instruction given may, or may not be in the school room; the choice of the place being left to the Pastors of the children, but that liberty is to be secured to them to assemble the children of their respective flocks in the school room, if they see fit.

VII. The Board understand that they are not, in ordinary cases, to exercise control over the use of the school rooms on Sundays, that control being left to the Local Conductors of schools; but that if any use be made of them, tending to contention and well-founded complaints between adverse parties, it is competent for the Board to interfere for the purpose of remedying the evil.

The Board beg leave to add, that they do not regard these observations as altering or modifying, in any degree, the original instructions communicated to them in the Chief Secretary's Letter, of October, 1831; they offer them as containing views which they have always entertained of their instructions, and upon which they have uniformly acted since the commencement of their labours.

By desire of the Commissioners,

(Signed) THOMAS F. KELLY,

Secre[redacted]

No. 8.—FOUR PROPOSITIONS SUBMITTED BY THE PRESBYTERIAN GENERAL SYNOD OF ULSTER TO THE GOVERNMENT AND TO THE COMMISSIONERS. [1833.]

RESOLVED:—

1stly. That the ministers and people of this church, *without the necessary concurrence of the ministers or members of any other church*, shall enjoy the right of applying to the Board of Education for aid to schools, by a statement of the constitution and regulations of the schools, accompanied with an engagement to adhere to them; but in this proposition recognising the right of the Board to consider the regulations, and to decide accordingly.

2ndly. That it shall be the right of all parents to require of patrons and managers of schools, to set apart for reading the Holy Scriptures a convenient and sufficient portion of the stated school hours, and to direct the master, or some other whom the parents may appoint and provide, to superintend the reading.

3rdly. That all children whose parents and guardians shall so direct, shall daily read the Holy Scriptures during the period appointed, but that no compulsion whatever be employed to induce others to read, or remain during the reading.

4thly. That every use of school-rooms be vested in the Local Patrons or Committees, subject in case of abuse to the cognizance of the Board.

---

(2) *Extract of the Board's Minute thereon, dated August 26, 1833.*

The Commissioners having considered the propositions of the Synod of Ulster thus submitted to them, are of opinion that these propositions do not contain any thing inconsistent with the principles of the system of Education* com-

* The following letter addressed to a minister of the Synod of Ulster, will further explain the previous views of the Commissioners on the substance of these propositions:

(Copy.) EDUCATION OFFICE, Dublin, 25th July, 1833.

SIR,—I had the honor of submitting to the Commissioners of Education, your letter of the 16th instant, in which you desire to know whether aid can be extended by them towards the Temple Meeting house school, the business of which you state to be conducted in the following manner, namely, that it opens at ten o'clock and closes at three; that the attention of the pupils, until two each day, is confined to the usual literary education; that the books used by the children are those formerly supplied by the Kildare-place Society; that the last hour is employed in reading and instruction in the Holy Scriptures, by such pupils as are advanced to an Old or New Testament class, if permitted by their parents to join in such an exercise; that those who are not so advanced, or who are not allowed by their parents to read the Word of God, may either pursue the usual routine of business of the school, or retire if they please, and that Saturday is employed in directing the attention of those who have not entered a Scripture class, to what they may have been doing during the week, and in catechising those who have, in their knowledge of the Scriptures. The Commissioners having considered your letter, desire me to state that the regulations of the Temple Meeting school appear to them to agree in principle with those by which they are governed. The rule that the hour from two till three of each day, except Saturday, should be employed in reading and instruction in the Holy Scriptures is quite compatible with the regulations of the Commissioners, provided that such children only as are directed by their parents to attend, be then allowed to continue in school, and that all others do then retire; and with respect to the exercises on Saturday, it also is compatible with their rules,

mitted to their charge; and His Excellency the Lord Lieutenant having approved thereof, they will receive applications from the patrons of schools in conformity thereto, and grant aid, upon having such queries as they shall deem necessary to put, satisfactorily answered.*

(Signed,) T. F. KELLY,
Secretary.

No. 4.—RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION, IRELAND; FROM THE TWENTY-FIRST REPORT OF THE COMMISSIONERS (1854.)

I. Object and Fundamental Principle of the System of National Education.

CONTENTS OF THE FIRST DIVISION.

I. Object and Fundamental Principle of the System of National Education.
II. Management of National Schools.
III. Description of Schools to which the Commissioners grant aid.
IV. Religious and Secular Instruction.
V. Use of School-houses.
VI. Use of Books or Tablets.
VII. Appointment and dismissal of Teachers.
VIII. Inspection by the Commissioners or their Officers.
IX. Admission of Visitors.
X. Miscellaneous.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

---

provided that those children only shall attend upon that day whose parents direct that they shall join in reading or receiving instruction in the Holy Scriptures; so that an opportunity be thus afforded for all others to receive such religious instruction, at that time, as their parents or guardians shall provide for them. As you mention that you occasionally visit the school, to mark the progress and administer such instruction as the circumstance and capacity of the children may require, the Commissioners desire me to observe, that it is of the essence of their rules that religious instruction should be given only at the time specifically appointed for that purpose; and that children whose parents do not direct them to be present at it, should previously retire. The Commissioners having thus explained their views, and anticipating that you will conform to them, direct me to signify their readiness to make a grant towards the support of the Temple Meeting-house school on your returning the paper which I herewith transmit, properly filled and signed.

I have the honor to be, Sir,
Your most obedient servant,
(Signed,) THOMAS F. KELLY,
Secretary.

* In the Appendix to Second Report, will be found the regulations and directions to be attended to in making application to the Board of Commissioners for aid, which have been drawn up by them, in conformity with the principles laid down in the foregoing documents, which regulations and directions were laid before Government, and approved, previously to their being issued.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

II. *Management of National Schools.*

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the school in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager.

This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a School is vested in Trustees, they have the right to nominate the local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a Lay Patron, or the successor of a Clerical Patron, is recognized by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognized by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local manager, ought to notify to the Commissioners, whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a Local Manager should be appointed, to correspond with the office, sign documents, &c., &c.

III. *Description of Schools to which Commissioners grant aid.*

1. The Schools to which the Commissioners grant aid are divided into two classes, viz. :—1st, Vested Schools, which are vested in the Commissioners, or were vested previously to the incorporation of the Board, in Trustees, for the purpose of being permanently maintained as National Schools; 2ndly, Non-Vested Schools, which are the property of private individuals. Both these classes of Schools are under the control of Local Patrons or Managers.

2. There are also Model Schools, Literary and Agricultural, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial instruction in National Schools in all suitable cases.

4. The Commissioners require that, in Schools attended by females, instruction shall be given (if practicable) in plain needlework.

IV. *Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time-Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. The Teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notifi-

cation thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order, shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment during school hours,* simultaneously with religious instruction.

8. In Schools, towards the building of which the Commissioners have contributed, and which are VESTED in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

9. In Schools NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given *in the School-room*; but if they do not permit it to be given in the School-room, the children whose parents or guardians, desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

In such Schools, the Commissioners do not insist that opportunities shall be afforded (as in the case of Vested Schools) for religious instruction being given *in the School-room*, by such Pastors, or other persons, as shall be approved by the parents or guardians of the children.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of the Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the School to the closing of the same, or the dismissal of the pupils.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend;) but must not take place *more than once*, at *an intermediate* time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. The secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, Managers, and Teachers, are not required to *exclude* any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, Managers, and Teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher in such School, *forthwith* to notify the same to the parent or guardian of such child on, and by, a Form to be furnished by the Commissioners.

17. The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification.

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case, by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial Instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

21. In Schools in which Industrial Instruction is the *chief* object, the Commissioners require that not less than *two* hours, daily, shall be devoted to literary instruction.

V. *Use of School-houses.*

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School hours on the other days of the week; such use being left altogether to the Local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship*; nor will the Commissioners sanction the *transfer* of an existing School, to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively, for the education* of the children attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business *whatsoever* be transacted therein.

VI. *Use of Books or Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any part of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business; in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that w are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23.)

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common School-books, in the Scripture Lessons, in the book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VII. *Appointment and Dismissal of Teachers.*

1. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or (except in the case of Convent Schools) member of any religious order, can be recognised as the Teacher of a National School.

3. Teachers of National Schools are not permitted to carry on, or engage in any business or occupation, that will impede, or interfere with, their usefulness as Teachers. Teachers of National Schools are especially forbidden to keep public houses, or houses for the sale of spirituous liquors.

4. Should the Commissioners consider any Teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

VIII. *Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all

Schools aided by them under the authority of the local Patrons or Managers (as stated in § II.); the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the Clergymen of the different denominations, and with other parties in the neighborhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

IX. *Admission of Visitors.*

1. The public generally must have free access to every National School (whether vested or non-vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Every Teacher of a National School is to receive courteously Visitors of all denominations, to afford them free access to the School-room, and full liberty to examine the Register, Daily Report Book, and Class Rolls; to observe what books are in the hands of the Children, or upon the desks, what tablets are hung

up on the walls, and what is the method of teaching; but the Teachers are not required to permit any person to interrupt the business of the School, by asking questions of Children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. Every Teacher is required to have his Visitors'· or Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. As the religious instruction of the Children given in the School-room, is under the control of the Clergyman or Lay person, communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any Visitor, whether clergyman or other person, to interfere therewith, or to be present thereat.

X. *Miscellaneous.*

1. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, Male, Female, or Infant: or to the proper local designation of the city, town, parish, street, village, or townland in which the School may be situated; or to the name of the founder being stated on the Inscription.

2. Patrons and Managers are permitted to close their respective Schools for a reasonable time or times during the year, subject to the interference of the Commissioners in case of abuse.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited

in the School-room, or affixed to the *exterior* of the buildings: nor shall any placards whatsoever be affixed thereto.

5. The Commissioners regard the attendance of any of their Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

6. The Commissioners require that a Copy of Part I. of their Rules, on a Form to be furnished by them, shall be suspended in every National School-room.

II.—Different Classes of National Schools.

CONTENTS OF THE SECOND DIVISION.

I. District Model Schools.
II. Agricultural Schools.
III. Model Agricultural Schools under the exclusive control of the Commissioners.
IV. Model Agricultural Schools (Vested and Non-vested) under Local Patrons.
V. Ordinary Agricultural Schools.
VI. Agricultural Schools connected with Workhouses.
VII. School Gardens.
VIII. Industrial Schools.
IX. Convent Schools.
X. Workhouse Schools.
XI. Schools attached to Prisons.
XII. Evening Schools.

I. *District Model Schools.*

1. District Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of District Model Schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of Teacher.

3. In District Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the District Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

II. *Agricultural Schools.*

1. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

2. Agricultural Schools consist of two classes, Model and Ordinary.

3. Model Agricultural Societies are divided into two classes, viz., those under the exclusive control of the Commissioners, and those under local Patrons.

4. In all Model Agricultural Schools the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

III. *Model Agricultural Schools under the exclusive control of the Commissioners.*

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the Class of Day Pupils who work on the Farm.

IV. *Model Agricultural Schools (Vested and Non-vested) under Local Patrons.*

1. *Vested Model Agricultural Schools.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners free of rent.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Non-vested Model Agricultural Schools.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners grant the usual salary to the Master, according to his class, as a literary Teacher, and an additional sum of £10 a year for his services as A riculturist. They contribute also towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

V. *Ordinary Agricultural Schools.*

1. This class of Schools consists of ordinary National Schools (either Vested or Non-Vested), to which a small farm (from one to three acres) is annexed. The Teacher must be competent to give instruction both in the theory and practice of agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition of £5 a year to the class salary of the Teacher, and in some special cases, a small weekly payment to an Industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied from the Reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

VI. *Agricultural Schools connected with Workhouses.*

1. In Workhouse Schools to which farms are attached, the Commissioners award to the Agricultural Teacher, a gratuity, not exceeding £15 in one year, and make a free grant of books on agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors.

VII. *School Gardens.*

1. The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

VIII. *Industrial Schools.*

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an Industrial Department in connexion with a *Convent School.*

3. The amount of salary will depend upon the circumstances of each case.

IX. *Convent Schools.*

1. Convent Schools receive aid under the conditions applicable to Non-Vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may themselves discharge the office of Teachers, with, or without, the aid of such other persons as they may see fit to employ; the salaries of the assistants to be defrayed by the community.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only*, in *connexion with the same* Convent.

X. *Workhouse Schools.*

1. Such Schools are received into connexion, and grants of Books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-Vested Schools be faithfully observed.

2. The Commissioners award annual gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

XI. *Schools attached to Prisons.*

Such Schools are received into connexion, upon the same general principles as the Workhouse Schools, and grants of Books are made thereto. In special cases gratuities are awarded to the Teachers.

XII. *Evening Schools.*

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary and books.

III.—Government Aid, Teachers, &c.

CONTENTS OF THE THIRD DIVISION.

I. Conditions upon which Aid is granted towards Building School-Houses; towards Payment of Teachers' Salaries.—Classification of Teachers.—Scale of Salaries to Teachers, Monitors, &c.—General Regulations respecting the Training of Teachers, &c., &c.
II. Building (Vested Schools).
III. Aids to Schools previously established.
IV. Workhouse Schools and Schools attached to Prisons.
V. Classification and Salaries of Teachers, Monitors, &c.
VI. Scale of Salaries to Teachers, Monitors, &c.
VII. Training of Teachers.
VIII. Books.
XI. Miscellaneous.

I. *Conditions upon which Aid is granted towards Building School-houses; towards Payment of Teachers' Salaries.—Classification of Teachers.—Scale of Salaries to Teachers, Monitors, &c.—General Regulations respecting the Training of Teachers, &c., &c.*

1. The Commissioners of National Education grant aid under two general heads, viz. :—

First.—Towards building School-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

Secondly.—Towards the support and maintenance of Schools established by local parties, without any assistance from the Commissioners towards the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves the right to withdraw any grant of salary or books, whenever they see fit.

II. *Building (Vested Schools.)*

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed to the Commissioners in their Corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site be for a School in a rural District, and be within three statute miles of a School-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

3. Although the Commissioners do not absolutely refuse aid towards the erection of School-houses on ground connected with a place of Worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-

12. All Teachers newly appointed to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed from the School; but salary will be paid, at the rate of a Probationer, up to the date of the order for removal.

13. If a Teacher who has been dismissed from a National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.

14. If a Teacher who has been a considerable period out of the service of the Board, shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in, previous to quitting the service of the Board.

15. The Pupil Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first General or Special Examination held after their appointment, in the district in which their Schools are situated, when they will be paid according to their classification, from the date of such examination.

16. All Teachers must remain at least one year in a lower division of any class, before they are eligible for promotion to a higher division; and they must remain two years in the same class before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained Teachers who cannot be placed in the first class) without being required to pass through the intermediate divisions: such promotion to date from the 1st of April in the year in which the examinations are held.

17. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

18. No Teachers can be raised to any division of the First Class, unless they shall have been trained at the Normal School of the Commissioners, and recommended for promotion by the Professors.

19. Trained Teachers, except at their own request, and with the sanction of the District Inspector, will not be required to attend any examination that may be held during the three years subsequent to the date of their classification by the Professors at the expiration of the course of training.

20. National Teachers, forty-five years of age and upwards, who have served under the Board for a period of not less than fifteen years, or Teachers who have attained fifty years of age, and served not less than ten years, will not be required

to attend any examination, provided they have been already examined and classed by the Professors, or by the Inspectors.

21. Teachers who may have absented themselves, without satisfactory reason assigned, from the examinations of previous years, will be liable to be dismissed should they not present themselves when again summoned.

22. All Teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

VI. *Scale of Salaries to Teachers, Monitors, &c.*

1. *Ordinary National Schools.*

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

		Males.	Females.
First Class Teachers	1st Division	£46	£36
	2nd do	38	30
	3rd do	32	24
Second Class do	1st Division	26	22
	2nd do	25	20
Third Class do	1st Division	20	17
	2nd do	17	15
Probationary Teachers		14	12
Assistant Teachers, if qualified as Probationers only		14	12
Do. if qualified for any Division of a Class		17	15
Mistresses to teach Needlework			8

2. The Commissioners require that a further income be secured to the Teacher, either by Local Subscription or School-fees, to such amount in each case as they may direct; and the Commissioners also require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

2. *Model Agricultural Schools under the exclusive control of the Board.*

Teachers of Model Agricultural Schools under the exclusive control of the Board, receive such amount of salary as the Commissioners deem sufficient, according to the circumstances of each case.

3. *Model Agricultural Schools under Local Patrons.*

Masters of Model Agricultural Schools under Local Patrons, who are competent to conduct both the Literary and Agricultural Departments, receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that, in all cases, such Teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

4. Ordinary Agricultural Schools.

Masters of Ordinary Agricultural Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

5. Assistant Teachers.

1. The Commissioners will not grant a salary to an Assistant Teacher in any School in which there is not an average daily attendance of at least seventy-five pupils for three months previous to the date of application; and in Schools whose average attendance does not rise considerably above this, and which are already provided with Paid Monitors, Assistants cannot be recognised by the Board.

2. Assistant Teachers will not be sanctioned whose qualifications are not at least equal to those required of Probationers, or who are under eighteen years of age.

6. Workmistresses.

1. The Commissioners will not grant salary to Workmistresses, unless there be a sufficient average daily attendance of pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

2. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers:" any increase of salary granted under this regulation is not to have a retrospective effect.

3. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework: but if the average daily attendance of girls exceed fifty, for a period of three months, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

7. Industrial Schools.

In National Schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it, subject to the conditions set forth in Part II., Sec. 8.

8. *Convent Schools.*

1. In Schools of this description, salary is paid according to a per centage on the average daily attendance:—

For	50	average daily attendance,	£10		
"	100	"	20	Increase per cent.	£20 per annum.
"	200	"	40		
"	300	"	60		
"	400	"	77	"	£17 "
"	500	"	94		
"	600	"	111		
Above	600	"	"	"	£17 "

2. Where the average daily attendance amounts to thirty above the 100, salary for fifty will be allowed; and when it exceeds fifty and does not amount to seventy-five above the 100, salary for three-fourths of 100 will be allowed; and when it exceeds seventy-five, salary for 100 will be allowed.

3. In cases where the average attendance does *not* amount to 100, salary to be paid thus—

For thirty children, and not exceeding fifty, £10 per annum.

When the attendance exceeds fifty and does not amount to seventy-five, £15 per annum will be paid.

When it exceeds seventy-five, to be paid at £20.

4. The Commissioners pay salary according to the average number of children in daily attendance at each Convent School, without reference to the number of rooms into which they may be distributed.

5. As the amount of salary will in all cases depend upon the average daily attendance of pupils, as shown by the quarterly returns, Managers are to be prepared for augmentation or diminution accordingly.

9. *Paid Monitors.*

SALARIES.

For the first year	£4
For the second year	£5
For the third year	£7
For the fourth year	£8

1. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

2. No Manager of a National School is obliged to employ the services of a Paid Monitor, unless he wishes to do so.

3. The appointment of a Paid Monitor cannot be held for a longer period than FOUR YEARS, at the expiration of which the salary will be discontinued.

4. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or should any other circumstance render such a course desirable.

5. The Commissioners select the Schools (on the recommendation of the Inspectors) in which the services of Paid Monitors may be employed.

6. When a vacancy occurs, whether before or after the expiration of four years, it does not necessarily follow that a successor shall be appointed in the same School.

7. The School for which a Paid Monitor is recommended by the Inspector should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a Paid Monitor, and the Teacher should be qualified to give instruction in a prescribed course.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed the four years of their course in a satisfactory manner, are eligible, on examination by the Inspectors, as candidates for the situation of Assistant Teachers, or of Pupil-Teachers in District Model Schools.

10. *Scale of Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

2. The gratuities are divided into two classes :—

For Male Teachers,	First Class....	Twenty	at the rate of	£6 a-year each.
	Second Class..	Twenty	"	£4 "
For Female Teachers,	First Class....	Twenty	"	£5 "
	Second Class..	Twenty	"	£3 "

3. The payment will be made half-yearly, with the usual issue of salary to Teachers of National Schools, after the 31st March, and 30th September, in each year.

4. It is to be understood that such gratuities are given in *addition* to the salaries paid to the Teachers of Workhouse Schools, under the provisions of the Poor Law Act.

5. No Teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a

Teacher having received a gratuity for one half-year, is not thereby *entitled* to the payment of it for the succeeding half-year.

6. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they should return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

11. *Gratuities to Agricultural Teachers of Workhouse Schools.*

The Commissioners award annual gratuities to Agricultural Teachers of Workhouse Schools, not exceeding £15 to each, on conditions stated in Part II., Sec. 6.

12. *Scale of Premiums to Masters and Mistresses of National Schools, vested and non-vested, who are most distinguished by the order, neatness, and cleanliness observable in themselves, their pupils, and in the school-houses.*

1. The sum of £22 10s. will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4	£4
Two of £3	£6
Five of £1 10s.	£7 10s.
Five of £1	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession.

4. These Premiums will be awarded without reference to the Class in which the Teachers may be placed; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the premium from the Teacher, he should return the receipt unsigned, and state his reasons for so doing.

VII. *Training of Teachers.*

1. The Commissioners have provided a Normal Establishment in Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character from an acting Clergyman of the communion to which they belong; also, a Certificate

member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners for the purpose. They receive religious instruction from their respective Pastors, who attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo a final examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers for a considerable time previous to their being summoned, are required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during his or her attendance at the Normal Establishment.

4. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will be required to return home at their own expense. No Teacher can be admitted who has not had the Small Pox, or been vaccinated.

5. The Teachers trained in the Normal Institution are divided into three Classes, namely:—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class is composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

VIII. *Books.*

1. The Commissioners furnish gratuitously to each School a first Stock of School-books, in proportion to the attendance of Children, which is renewed at the end of every three years. These books are to be kept as a School Stock, for

which the Master or Mistress is held responsible, and they are on no account to be sold or taken out of the School. The Commissioners also supply Books from time to time for the general use of the Children, and also School requisites, such as Paper, Slates, Quills, &c., at reduced rates.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School. Any additional books, and maps; stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

3. The value of the grant of Free Stock is regulated by the average daily attendance of Pupils as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by the Commissioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object, except in the case of a *first Free Stock*, when the Commissioners require that a map of the world, and a set each of spelling and arithmetical tablets shall be procured.

4. When Books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

5. Books Published by the Commissioners of National Education :—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Sequel to the Second Book, No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do. do. Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
Arithmetic in Theory and Practice.
(For Key to do. see "Books Sanctioned.")
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.

member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners for the purpose. They receive religious instruction from their respective Pastors, who attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo a final examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers for a considerable time previous to their being summoned, are required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during his or her attendance at the Normal Establishment.

4. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will be required to return home at their own expense. No Teacher can be admitted who has not had the Small Pox, or been vaccinated.

5. The Teachers trained in the Normal Institution are divided into three Classes, namely:—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class is composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

VIII. *Books.*

1. The Commissioners furnish gratuitously to each School a first Stock of School-books, in proportion to the attendance of Children, which is renewed at the end of every three years. These books are to be kept as a School Stock, for

which the Master or Mistress is held responsible, and they are on no account to be sold or taken out of the School. The Commissioners also supply Books from time to time for the general use of the Children, and also School requisites, such as Paper, Slates, Quills, &c., at reduced rates.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School. Any additional books, and maps; stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

3. The value of the grant of Free Stock is regulated by the average daily attendance of Pupils as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by the Commissioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object, except in the case of a *first Free Stock*, when the Commissioners require that a map of the world, and a set each of spelling and arithmetical tablets shall be procured.

4. When Books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

5. Books Published by the Commissioners of National Education :—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Sequel to the Second Book, No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do. do. Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
Arithmetic in Theory and Practice.
(For Key to do. see "Books Sanctioned.")
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.

Scripture Lessons (Old Test.), No. 1.
Do. do. No. 2.
Do. (New Test.), No. 1.
Do. do. No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do. with Specimens.

6. Books not Published, but Sanctioned by the Commissioners of National Education :—

Professor McGauley's Natural Philosophy.
Do. Key to Arithmetic in Theory and Practice.
Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, colored.
Dower's Atlas, 12 Maps, colored.
Kirkwood's Atlas, 12 Maps, colored.
Dawes's Hints on Secular Instruction.
Dr. Hodges' Agricultural Chemistry.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part I.
Do. do. Part II.
Do. Zoology for Schools, Part I.
Do. do. Part II.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part I.
Do. do. Part II.
Do. Introduction to Algebra.
Arithmetical Table Book.
Hullah's Manual.

7. THE COMMISSIONERS WILL NOT WITHDRAW, OR ESSENTIALLY ALTER ANY BOOK THAT HAS BEEN, OR SHALL BE HEREAFTER, UNANIMOUSLY PUBLISHED OR SANCTIONED BY THEM, WITHOUT A PREVIOUS COMMUNICATION WITH THE LORD LIEUTENANT.

8. All applications for Books and Requisites at reduced priees must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favor of MAURICE CROSS, or JAMES KELLY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

9. Checks or Money Orders drawn on Country Banks cannot be received in payment for Books.

10. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the Person applying for the same; but if the sum exceeds Ten Shillings, the cost of the remittance will be allowed, and Requisites given for the *full amount* PAID.

11. The Patron or Manager should not sign any Application for Books and Requisites without first ascertaining that they are actually wanted for the School, on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Books or Stationery has been ordered for a National School.

12. All applications for Books and Requisites, at reduced prices, are to be PREPAID by the Managers, or the amount of postage will be deducted from the Grant.

13. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

14. Parcels of Books, &c, when so desired, will be forwarded, carriage free, to the Depot of the District in which the School for which the Books are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depot of any other District, if more convenient; but in the latter case the Inspector, not knowing the Managers of any Schools out of his District, cannot give any notice.

15. Or the Parcel will be forwarded to any place nearest to the Manager's residence to which there is a mode of conveyance. In this case the Manager must point out the precise mode of conveyance by which the Parcel is to be transmitted, and he must also defray the cost of carriage.

16. When Parcels are forwarded to the Depôt of a District, it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

17. The Manager is required to send to the Depot on the day appointed by the Inspector for delivery of parcels, a Messenger who must present the order on the Inspector, with which the Manager will be furnished; and which order the Inspectors are required to transmit to this Office as a proof of the delivery of the Parcels.

18. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

19. The Commissioners do not supply Books or Requisites to the public, or to Schools not connected with the Board of National Education.

IX. *Miscellaneous.*

1. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood, that they do not hold themselves bound to grant aid, unless application shall have been made to them, in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

5. No attention can be paid to "anonymous" communications.

6. All letters, or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other officer or person connected with the Board.

7. All letters, &c., to be directed as under.* No communications can be received which are not prepaid, except documents sent from this office, and which are required to be returned.

Correspondents are requested to attend to the following directions, viz.:—

1. To write at the head of any letter addressed to this Office the name of the School referred to, and the County in which it is situated.

2. To make communications on different subjects in separate letters.

3. To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full.

4. In replying to an Official letter, to quote its Number and Date.

---

* "*The Secretaries, Education Office, Marlborough Street, Dublin.*"

5. It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.

By order of the Commissioners of National Education,

MARCUS CROSS,
JAMES KELLY,
Secretaries.

Education Office, Dublin, May, 1855.

No. 5.—EXTRACTS FROM THE EVIDENCE GIVEN BEFORE A SELECT COMMITTEE OF THE HOUSE OF LORDS IN 1854, ILLUSTRATIVE OF THE CHANGES, DIFFICULTIES, AND WORKING OF THE SYSTEM OF NATIONAL EDUCATION IN IRELAND.

COPY OF THE RESOLUTION OF THE HOUSE OF LORDS APPOINTING AND NOMINATING THE SELECT COMMITTEE ON NATIONAL EDUCATION IN IRELAND.

"17th February, 1854.

"Moved, that a Select Committee be appointed to enquire into the practical working of the system of National Education in Ireland. After debate on question, agreed to. The Lords following were named of the Committee. The Committee to meet on Tuesday next, at 4 o'clock, and to appoint their own chairman.

"Lord President, *(a)*

Marquis of Lansdowne,	Viscount Canning,
Marquis of Salisbury,	Lord Bishop of Oxford,
Earl of Derby,	Lord Bishop of Down, &c.,
Earl Graham, *(b)*	Lord Bishop of Leighlin, *(e)*
Earl of Carnarvon,	Lord Beaumont,
Earl of Dysart,	Lord Ardrossan, *(f)*
Earl of Wicklow,	Lord Somerhill, *(g)*
Earl of Harrowby,	Lord Fingal, *(h)*
Viscount Hutchinson, *(c)*	Lord Hatherton,
Viscount Clancarty *(d)*	Lord Monteagle of Brandon."*

(1) HOW FAR THE PRINCIPLES AND CONDITIONS LAID DOWN IN LORD STANLEY'S LETTER, ESTABLISHING THE SYSTEM, HAVE BEEN CARRIED INTO EFFECT, OR MODIFIED, OR BECOME A DEAD LETTER.

EXTRACTS from the evidence of *Maurice Cross*, Esq., Senior Secretary of the Board of the Commissioners of National Education.

100. *Earl Granville*: You have Lord Stanley's letter before you; that begins with a historical summary of what took place previously to the establishment of the

---

(a) Earl Granville, *Chairman.*
(b) Duke of Montrose.
(c) Earl of Donoughmore.
(d) Earl of Clancarty.
(e) Bishop of Ossory, &c.
(f) Earl of Eglinton and Winton.
(g) Marquis of Clanricarde.
(h) Earl of Fingal.
* *Journals of the House of Lords.*

present system of National Education in Ireland?—Yes; in the last report, which I have in my hand, the original letter is inserted in page 32.

101. After that, Lord Stanley describes the nature of the Board in whom the control of the different schools receiving Government aid should be placed. Will you read that passage?—"For the success of the undertaking, much must depend upon the character of the individuals who compose the Board; and upon the security thereby afforded to the country, that, while the interests of religion are not overlooked, the most scrupulous care should be taken not to interfere with the peculiar tenets of any description of Christian pupils. To attain the first object, it appears essential that the Board should be composed of men of high personal character, including individuals of exalted station in the Church; to attain the latter, that it should consist of persons professing different religious opinions."

102. *Lord Ardrossan*: Did the first Board consist of almost every different sect of religion?—I will state how it was constituted. There were originally seven Commissioners: the Duke of Leinster, the Archbishop of Dublin, and the Rev. Dr. Sadlier, who were members of the Established Church; Archbishop Murray and Mr. Blake, Roman Catholics; the Rev. Mr. Carlile, a Presbyterian; and Mr. Holmes, an Unitarian.

103. *Lord Monteagle of Brandon:* Of how many members does the present Board consist?—There are 15; six members of the Established Church, six Roman Catholics, and three Presbyterians, including one Unitarian.

104. *Viscount Hutchinson*: Who is the Unitarian?—Robert Andrews, doctor of law, an eminent Barrister.

105. When did the change take place in augmenting the number so greatly?—I think it was when the charter of incorporation was obtained, [1845] which gives the Lord Lieutenant the power of increasing the number to 15. It is now at its maximum.

106. Were the Commissioners, at the time of that augmentation, unanimous in their approval of an increase to such an extent?—I am not aware that there was any objection made to it.

107. Is any Roman Catholic Bishop a member of the Board at present?—Yes; the Right Rev. Dr. Denvir, Roman Catholic Bishop in Belfast.

108. And one Protestant Bishop?—Yes; the Lord Bishop of Derry.

109. *Earl of Desart:* Are the Commissioners elected by themselves?—The Commissioners are nominated by the Lord Lieutenant, and the names are sent to the Commissioners in a warrant, his Excellency notifying their appointment.

110. *Earl Granville:* Lord Stanley's letter goes on to state, that "It is the intention of the Government that the Board should exercise a complete control

over the various schools which may be erected under its auspices, or which, having been already established, may hereafter place themselves under its management and submit to its regulations. Subject to these, applications for aid will be admissible from Christians of all denominations; but as one of the main objects must be to unite in one system children of different creeds, and as much must depend upon the co-operation of the resident clergy, the Board will probably look with peculiar favor upon applications proceeding either from—1st. The Protestant and Roman Catholic clergy of the parish; or, 2nd. One of the clergymen, and a certain number of parishioners professing the opposite creed; or, 3d. Parishioners of both denominations. Where the application proceeds exclusively from Protestants, or exclusively from Roman Catholics, it will be proper for the Board to make inquiry as to the circumstances which led to the absence of any names of the persuasion which does not appear. The Board will note all applications for aid, whether granted or refused, with the grounds of the decision, and annually submit to Parliament a report of their proceedings." Has this portion of the regulations been acted upon, or have any changes taken place either in the regulations themselves, or in the practice of the Board consequent upon them?—Up to the period when the Presbyterian body gave in their adhesion to the Board of Education, the Commissioners were in the habit of receiving applications signed by the clergy and laity of various denominations; but, at the time when the Presbyterians joined the Board, one of their stipulations was, that they should have the liberty of applying for aid, without necessarily consulting the clergy or members of other denominations, and asking them to join them in the application.

111. *Earl of Derby:* What was the date of that Presbyterian adhesion?—In the year 1840. It is alluded to and explained in the Sixth Report of the Commissioners. You will find that the first application made on the part of the Presbyterians was by one Presbyterian clergyman, the Rev. Robert Stewart, of Broughshane, in the county of Antrim. And the Board made grants to other schools, as well as to the Coreen school under similar circumstances. Since that period, the number of *joint applications* coming up, signed by various parties, has *been very few;* they are generally speaking, in fact, *almost exclusively from one individual, lay or clerical, of different denominations.* But I am bound to state that if the Commissioners had received united applications from various parties, they would have given them the preference, as carrying out the the original intention of Lord Stanley; there is, however, no arrear of applications. If there were, the Commissioners would give the preferenee to united applications coming from persons of different religious denominations.

112. At the commencement of the system, had you many applications complying with the first condition, namely, that they should be from the clergy of different denominations?—There were, I have no doubt, a great number; when I entered the Board's service in 1838, I found a vast number of applications that had not been decided upon; my recollection is, that many of them were from persons of different denominations.

116. *Viscount Hutchinson:* You were understood to state that it was only after 1840 that you entertained applications from single individuals?—There were many, I have no doubt, previous to that date, but the general rule was, that if they came from persons of different religious denominations they should have the preference, in case the Board could not aid all.

161. *Earl Granville:* The next point in Lord Stanley's letter is, that the Board "will invariably require, as a condition not to be departed from, that local funds shall be raised, upon which any aid from the public will be dependent; they will refuse all applications in which the following objects are not locally provided for: 1st. A fund sufficient for the annual repairs of the school-house and furniture. 2d. A permanent salary for the master, not less than pounds. 3d. A sum sufficient to purchase books, and select requisites at half price. 4th. Where aid is sought from the Commissioners for building a school-house, it is required that at least one-third of the estimated expense be subscribed, a site for building, to be approved of by the Commissioners, be granted for the purpose, and that the school-house, when finished, be vested in trustees, to be also approved of by them;" have those conditions requiring local aid been in any way altered, or have they been practically adhered to?—The conditions now read with regard to local aid have not, to a great extent, been fulfilled. I beg to state, with reference to this subject, that an important correspondence took place upon it, very soon after the formation of the Board, with the Lord Lieutenant; I have a copy of the letter of the Board of Audit upon the subject, and I shall be happy to lay it before your Lordships, in which the difficulties of carrying that arrangement into effect are clearly pointed out; and the view to which the Government came on that point was, that it would not be possible to fulfil all the conditions which are embodied in Lord Stanley's letter.

165. *Earl of Derby:* Will you state what conditions with respect to local assistance in the maintenance of the school are now required?—There is a question put; Is there a reasonable prospect of local funds being obtained? The Commissioners always have statements sent up to them before they pay the salary of the teachers as to what the amount may have been received by them, either under the head of local subscription, or weekly payments by the children. But the Commissioners have not enforced the rule so strictly as to refuse the salary of the teacher, after a school has been brought into connexion with the Board in consequence of those local fees, or payments *being either small in amount or none.*

176. *Lord Bishop of Ossory:* Can you inform the Committee what is the entire number of schools that have no aid whatever from local contributions, with the exception of school fees?—Yes; 3,526.

178. *Viscount Hutchinson*: What was the total number of schools on the roll at that time?—4,704.

179. And out of those, according to this Return, it appears that 3,529 received no other local aid than that which they received from the school fees?—Yes.

180. Then the Committee are to understand from what you have stated with respect to the first, second, and third conditions of Lord Stanley's letter, that those conditions are not now complied with?—Yes, they are complied with, but only to a limited extent; for example, by the payment of weekly fees.

181. The first is "a fund sufficient for the annual repairs of the school-house and furniture;" is not that complied with?—That is not complied with.

182. Nor a "permanent salary for the master?"—No.

183. Nor a "sum sufficient to purchase books and school requisites at half-price"?—No; but with reference to that condition I have to state, that although there is no permanent fund called for, there is no difficulty in fulfilling the condition with regard to a great number of the applications sending up money for books. All the schools, at different times, contribute money to purchase books at reduced prices; although the Commissioners do not stipulate that a permanent fund shall be established for the purpose, previously to the school being taken into connexion with the Board.

187. *Lord Bishop of Ossory:* Do you know how many schools there are in which the fees do not amount to £2?—I do not know that there is any query of that kind in the Returns before me; as to the number under £5 there is a question: "Total number of schools in which the amount of school fees received in the year 1851 was under £5." The number is 2,841, which shows that the amount of local aid was very small.

214. *Earl Granville:* The next passage of Lord Stanley's letter is this: "They will require that the schools be kept open for a certain number of hours on four or five days of the week, at the discretion of the Commissioners, for moral and literary education only; and that the remaining one or two days in the week be set apart for giving separately such religious education to the children as may be approved of by the clergy of their respective persuasions." Have the requirements mentioned in that paragraph been adhered to; or if any changes have been made, will you state what those changes have been?—Since the alteration of the rule of the Board, giving permission that religious instruction might be given during the school hours, and during the intermediate periods of those hours, of course the three or four hours' instruction for literary and moral education would necessarily be interrupted during the time of that religious instruction going on. If religious instruction is given, for example, at twelve or one o'clock in the day, literary instruction, according to the usual way in which those things are done in our schools, would be during that time suspended.

215. With respect to the number of days, has there been any alteration?—The original rule was, that there should be one or two days set apart for separate religious instruction; the general rule of the Board is, that there shall be four hours each day, except Saturday, for secular instruction, or, as it is termed here, "moral and literary instruction."

216. Is the minimum limit four hours?—No; There are some few cases in which, I think, a less time is given than four hours; but the number of such cases is very limited in which the literary and moral education is below four hours.

217. *Lord Beaumont:* So that the rule in that respect is generally adhered to?—It is; the exceptions are very few; they have arisen in cases where the patrons of schools were anxious to devote a longer time than usual to religious instruction.

218. *Lord Bishop of Ossory:* Having four hours per day as the minor limit, have they also a major limit?—No, they have not.

219. *Lord Beaumont:* Are there many instances in which the secular education is extended beyond four hours?—Certainly not.

220. With regard to the number of days, have they adhered to the rule with respect to that?—No: there is an alteration in that since the publication of Lord Stanley's letter; the Commissioners are satisfied with a day, or part of a day.

221. *Lord Bishop of Ossory:* They do not insist upon two days in a week being devoted to special religious instruction?—No.

222. They are satisfied to have five days devoted to secular instruction in the week if the patron wishes?—Yes; but they do not object to religious instruction daily.

223. *Lord Bishop of Down:* Must the patron set apart one day of the six for separate religious instruction?—There are instances of national schools in which the patrons will not permit religious instruction to be given.

224. *Viscount Hutchinson:* Not of any kind, nor at any time?—No.

225. Do not you consider that a clear departure from this condition?—It is a departure from this condition as regards vested schools; but the Commissioners have sanctioned that, upon the principle that they felt they had no right to enforce it.

226. *Lord Bishop of Down:* Did not the Commissioners sanction that departure from the very first, or was that departure sanctioned at a later period?—I cannot say at what period; the number of cases of that peculiar description are very limited indeed, I am happy to say.

227. *Lord Bishop of Ossory:* But it is a power possessed by all patrons of non-vested schools?—Yes.

260. Do the Commissioners exercise any control over the books which are to be used at the period set apart for religious instruction by means of the time table, in accordance with their orders?—No.

261. Will you read in the 7th page of Appendix A. the 10th Rule?—"If any other books than the Holy Scriptures, or the standard books of the Church to which

the children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners."

262. For what purpose is the title to be made known to the Commissioners?—It never has been made known since my connexion with the Board, in 1838. That rule is a dead letter; the Commissioners do not require a list of such books.

263. Have the Commissioners any means of knowing what are the standard books of the Church to which the children using them belong?—They make no inquiry into that subject, that I am aware of.

264. Then this 10th Rule is entirely a dead letter?—Since I became one of the Secretaries to the Commissioners, it has been so.

265. With respect, then, to the period for religious instruction, it depends upon the patron whether there shall be any religious instruction at all; and it is left entirely to him to determine what it shall be?—Certainly, in the non-vested schools.

266. The result, then, I suppose, in point of practice is, that a Protestant patron provides at this time such education as he conceives it is most important that the Protestant children should receive; and that a Roman Catholic patron in the same manner provides for the children for whom he is most interested?—Certainly.

267. So that at this time there is in practice, particularly in the non-vested schools, as complete a division of the children for the purposes of religious education as upon the days set apart for separate religious education?—In the non-vested schools it is for the patron, and the patron alone, to determine what religious instruction shall be given in those schools.

268. Or whether there shall be any?—Or whether there shall be any. The patron of a non-vested school, if he is a Protestant clergyman, may exclude the priest from teaching the Roman Catholic Catechism to the children of that school, or from going to that school for that purpose; he may exclude all religious teaching from that school, except that which he himself approves of. The Roman Catholic patron of a school has a similar power under the rules with reference to non-vested schools; he may exclude the Protestant clergyman, except as a visitor, and not permit him to interfere in the business of the school.

306. *Earl of Derby:* Is that regulation, as to setting apart one day in each week for the purpose of separate religious instruction, practically observed in the vested and non-vested schools?—By the clergy as far as any official information we have enables me to speak, I should say not; but by the teachers, generally, it is observed in both classes of schools. The teachers give religious instruction, for instance, in schools where the majority are Roman Catholics, on Saturday, at the

time set apart; and the same practice prevails in many of the non-vested schools at the periods allotted for religious instruction.

307. Does it form any part of the substance of the reports of your Inspectors to state whether that one day for religious instruction is practically set apart or not? —They merely state that certain hours are set apart, and on what days.

308. Then do I rightly understand you to say, that, practically, that rule of the Commissioners, which was an imperative rule requiring that a day should be set apart in every week, is left to the discretion of the local managers and patrons; and that, in many cases, there is no such day set apart?—I have not any evidence to produce showing what number of schools may neglect to observe that rule; but I say, that in nearly all the schools, both vested and non-vested, there is a time set apart, and that the teacher is in reality, during that period, the religious instructor, and not the clergyman. This arises from various causes.

309. *Earl of Harrowby:* Is the absence of such setting apart of a certain time for religious instruction according to the rule, when noted by the Inspector, observed upon by the Commissioners?—No; the Commissioners do not interfere with regard to it, except to see by the Inspector's report what are the arrangements made for religious instruction by the directions of the manager.

310. *Earl of Derby:* Then that rule, which originally was intended to be imperative, is so far neglected in practice that the Commissioners take no notice whether it is observed or not?—The Commissioners do not interfere with reference to it, unless a complaint be made. When a school comes under the Board, it is stated whether a time is so set apart.

311. Was it not one of the leading principles of the system, as introduced in 1832, that there should be in all the schools one day in the week at least set apart in which religious instruction should be given to the children of the school?—Yes; I should say that it was.

312. Is that principle of the Board observed and insisted upon?—It is observed in a great majority of the schools.

313. Is it observed and insisted upon by the Commissioners?—I am not aware that they interfere in a case where a particular day, or part of a day, is not set apart, unless a complaint be made.

314. My question refers to the setting apart of one day in each week, besides Sunday, for religious instruction; is that observed or not?—It is observed in a great majority of the schools.

315. Is any notice taken by the Commissioners whether it is observed or not? —No; they do not interfere with respect to it.

316. Does your answer apply equally to the vested and non-vested schools?—In the *vested* schools the rule itself does not particularly apply. In the non-vested schools the patrons may have religious instruction, or they may not have it.

317. When did that distinction begin to be drawn which made that rule not applicable to all schools?—In the vested schools there is a day, or part of a day, required to be set apart, and the clergy are permitted to visit for that purpose on that day. In the non-vested schools there is no such provision made. The patron of each non-vested school states, when he puts the school under the Board, what arrangements have been made for religious instruction.

318. Then, in the non-vested schools, the Commissioners do not interfere. In the vested schools, do the Commissioners require the strict observance of that rule?—They do not insist upon the observance of it.

319. Does it stand among their rules as one which is to be insisted upon?—It does. It stands among the rules that they will require.

320. Do they require it?—They do not insist upon it.

328. Can you state the comparative number of schools, vested and non-vested, and the comparative number of children in all of them?—I think in the 17th or 18th Report, there is a return of the number of vested and non-vested schools, with the children in attendance in them. There are only about 1,600 vested schools out of nearly 5,000. Of course the vast majority are in non-vested schools.

330. *Viscount Hutchinson:* Can you state whether, generally speaking, the patrons of non-vested schools take advantage of the latitude given to them by the paragraph which you have read, by restricting the religious instruction conveyed to the children to that of their own faith, whatever that may happen to be?—There can be no doubt that they do, with very few exceptions.

331. So that, in looking over the list, if we observe, for example, that a non-vested school is under the patronage of a Protestant clergyman, we may fairly conclude that no religious instruction is communicated in that school except Protestant instruction?—I think you may, in the vast majority of instances.

332. And, on the other hand, if we observe a non-vested school which is under the patronage of a Roman Catholic clergyman, we may conclude that the only religious instruction communicated in that school is Roman Catholic instruction?—You may form that conclusion. This is, perhaps, a suitable opportunity for stating, for the information of the Committee, that when the Presbyterian body gave in their adhesion to the national system of education, it was upon an express stipulation being given to the effect that I have stated, namely, as to the distinction between vested and non-vested schools. The Presbyterian body and some members of the Church of England joined upon that express understanding. I am persuaded

that very few clergymen, either of the Established Church or belonging to the Presbyterian body, would accept aid from the Board, unless upon the condition that they shall not be required to permit any religious instruction to be given in the school of which they disapprove. The great body of the clergy of the Established Church, who have schools under the Board, and of the Presbyterian clergy, would not have accepted grants from the Commissioners if they had been required to observe the rules laid down for the government of vested schools. They would have refused permission to the Roman Catholic clergy to enter those schools for the purpose of giving religious instruction to the children of their communion in accordance with the tenets of their own Church.

333. Not even on the days specially set apart for religious instruction?—In the non-vested schools, there are days or hours set apart for special religious instruction, but it is for religious instruction to those children only who are either Protestants or Presbyterians, or others who may be willing to attend it. Except in a few instances, if the schools are under Protestant management, no religious instruction is given in those schools by the Roman Catholic priest, or by any person whom he might appoint for the purpose.

334. *Lord Bishop of Ossory:* And *vice versâ*?—And *vice versâ.*

335. *Earl of Derby*: Then, as far as religious instruction is concerned, the teaching in all schools which are non-vested is absolutely exclusive, and confined to one persuasion?—Practically it is so, except in a very limited number of cases.

336. And, practically, any child of a different persuasion from the majority of the children of the school, is debarred from receiving any religious instruction whatever in the school?—The rule is quite clear, that if any child attending a school under the management of a Protestant layman or clergyman, or a Presbyterian or Roman Catholic, objects to the religious instruction given in that school, that child is at liberty to withdraw, and to receive religious instruction elsewhere. The patrons are bound to the observance of this regulation.

337. But you wish it to be understood, that in the case of non-vested schools no religious instruction is given in the school, except to the children of the religious persuasion of the majority?—If any children who remain for religious instruction make no objection, the patrons ask no questions on the subject of their religious persuasion.

338. But that is not the case in the vested schools?—No; the vested schools are entirely upon a distinct footing. There the patron of the school must admit a clergyman of a different persuasion from himself, if he wishes to come and give religious instruction to the children of his communion on one particular day or time set apart for the purpose, in the spirit of the rule laid down in Lord Stanley's letter.

339. Have you had any applications from the clergy of either persuasion for vested schools?—There are very few applications from the clergy of the Established Church, or from Presbyterian clergymen, for grants to vested schools. The vested schools are principally under the patronage of the Roman Catholic clergy. They have not, generally, the objection which the clergy of other persuasions conscientiously entertain. They are not opposed to Protestant or Presbyterian clergymen visiting their vested school at convenient times, for the purpose of giving religious instruction to the children of their communion. That religious scruple is held very strongly by the clergy of the Established Church and by Presbyterians; and the rule of the Board meets that difficulty by the distinction made between the two classes of schools.

340. Then the distinction, practically, between vested and non-vested schools, in that respect, is that in the vested schools provision is made for the children of all persuasions receiving religious instruction; and in the non-vested schools, not only is no provision made for it, but, practically, no such instruction is given?—In the non-vested schools, religious instruction is almost universally given; but it is given only to children who belong to the same communion as the patron, unless children of other denominations choose to attend.

420. *Earl Granville:* The next passage in Lord Stanley's letter is, "They will also permit and encourage the clergy to give religious instruction to the children of their respective persuasions, either before or after the ordinary school-hours on the other days of the week." Some of the answers you have already given have had reference to the subject; have you anything further to state upon that head?—The answer I should give to that question is, perhaps, best expressed in the words of an explanatory document attached to Lord Stanley's letter, which I believe was approved of, and which was published immediately after his Lordship's second letter. It will be found in page 37, paragraph 5: "By encouraging the pastors of different denominations to give religious instruction to the children of their respective flocks out of school-hours, the Board understand, merely affording to such pastors facility of access to the pupils at the time specified, and not employing or remunerating them. And they understand that the parents and guardians of the children are to determine to what denomination they respectively belong, the Board taking no cognizance of the matter." That is an explanation of the rule to which strong objections were urged by the Protestant clergy.

441. The next paragraph in Lord Stanley's letter is, "They will exercise the most entire control over all books to be used in the schools, whether in the combined moral and literary or separate religious instruction; none to be employed in the first, except under the sanction of the Board, nor in the latter but with the approbation of those members of the Board who are of the same religious persuasion with those for whose use they are intended. Although it is not designed to exclude from the list of books for the combined instruction such portions of sacred history, or of religious or moral teaching, as may be approved of by the Board, it is to be understood that this is by no means intended to convey a

perfect and sufficient religious education, or to supersede the necessity of separate religious instruction on the day set apart for that purpose." The next paragraph is, "They will require that a register shall be kept in the schools, in which shall be entered the attendance or non-attendance of each child on Divine worship on Sundays." Has there been any alteration in that respect?—The rule requiring that a register should be kept was abolished very soon after the formation of the Board, the Commissioners deeming it objectionable, and I believe the objection was acceded to.

442. *Earl of Derby:* I believe the Commissioners were from the very first unanimous in declining to enforce that rule?—Yes.

443. Practically, it has been a dead letter from the commencement?—It has; the rule has not been insisted upon.

444. *Earl Granville:* The next paragraph in the letter is, "They will at various times, either by themselves or by their Inspectors, visit and examine into the state of each school, and report their observations to the Board." Is that regulation complied with?—It is.

485. *Lord Bishop of Ossory* Yesterday, I called your attention to Rule No. 10, in Appendix A, to the 19th Report, page 7. Will you read it?—"If any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners."

486. You told the Committee that, in point of fact, that rule has been a dead letter, and that no such lists are furnished?—That has been so.

487. And yet I find there is this clause in the lease made to the Commissioners of National Education, in their corporate capacity: "And further, that if any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, then and in such case the title of each such book or books shall be made known to the said Commissioners." Your answer yesterday showed that this rule, so enforced by this clause in the lease, binding the party to observe it, has become a dead letter. What proof is there that the other, with reference to setting apart a day or part of a day for religious instruction, may not have become so?—The Inspectors, since my connexion with the Board as one of the Secretaries, have never been called on to answer any question with reference to the former clause in the lease now read, but they are required to answer the question relating to the arrangements made in the national schools for religious instruction, whether vested or non-vested.

488. That is, the Board retain the rule, but it is a dead letter?—With regard to the provision in the lease as to particular standard religious books, the clause has not been complied with.

619. *Lord Granville:* The next paragraph of Lord Stanley's letter is, "They will at various times, either by themselves or by their Inspectors, visit and examine into the state of each school, and report their observations to the Board." I presume there has been no alteration with respect to this rule?—No.

620. *Lord Bishop of Ossory:* Of course the Inspectors are very important agents of the Board?—Most important.

621. It is through them, in point of fact, the Commissioners know everything they do know of the schools which are under them, except with respect to a few individual schools?—Yes.

622. What means have the Inspectors themselves of knowing the state of the schools?—By their periodical visits to those schools.

623. Upon those periodical visits they report to the Board the average attendance, the observance of the rules, and also the state of education in the schools?—Yes.

624. On the last day you said, that though the rule appears to be that they should visit the schools three times a year, yet, in point of fact, from the number of the Inspectors being too small for the work they have to do, they are only able to visit twice?—Many of them only twice.

625. With respect to one of those visits, there is a rule which obliges them to give notice of it?—That rule refers particularly to one period of the year.

626. So that of one visit the parties always have notice?—Yes.

627. And with respect to the other visit, I suppose there is no possibility of keeping it secret, except in the case of a very few of the schools. When their tour of inspection begins, it may be unknown; but after it has begun, I suppose all the other schools are in a state of preparation for them?—I do not know whether such is the fact, but I think it very likely that in many of the districts it is known, though the intention of the Commissioners is, that there should be no previous notification or knowledge of the Inspector's visit, with the exception stated.

628. In point of fact, they visit the schools twice a year; once with a direct preparation for their visit, and on the other occasion with a probability that they are expected?—They may be expected; I am unable to state positively that it is so.

629. You think it is probable?—I think it is probable that circumstances may occur when the teachers will know of their coming; but the Inspectors understand thoroughly the meaning of the rule, that they are not themselves to give any intimation of the time of their visit. The teachers have it in their power, no doubt, to communicate the fact, knowing the geographical description of the district, and the position of every school.

657. *Earl Granville:* The next paragraph of Lord Stanley's letter to which I wish to call your attention is this: "They will allow to the individuals or bodies applying for aid the appointment of their own teacher, subject to the following restrictions and regulations: 1st. He (or she) shall be liable to be fined, suspended, or removed altogether, by the authority of the Commissioners, who shall, however, record their reasons. 2nd. He shall have received previous instruction in a model school in Dublin, to be sanctioned by the Board. N.B.—It is not intended that this regulation should apply to prevent the admission of masters or mistresses of schools already established, who may be approved of by the Commissioners. 3rd. He shall have received testimonials of good conduct and of general fitness for the situation from the Board." Is that regulation still complied with?—That regulation continues to be generally complied with. It does not follow, however, from the rule which your Lordship has read, that teachers may not be appointed to vested or non-vested schools who have not been previously trained, though they are admissible afterwards if recommended by the Inspectors. I wish the Committee to understand, that in many schools of both descriptions, there are teachers who are sufficiently qualified who have not been trained at a model school.

2.—Opposition of the Clergy and Members of the Established Church, and of the Church of England Schools.

(1) *Extracts from the evidence of the Rev. William Le Peor Trench, D.D., one of the Honorary Secretaries of the Church Education Society:—*

9957. *Lord Bishop of Ossory:* How many clergymen of the Established Church were there in Ireland in 1852, when the Eglinton Returns were presented?—According to "Thom's Directory," which is our great statistical informant, and, in fact, we have no other clergy list as authentic as that which is given in that Directory, there were 2,020 clergymen in Ireland in 1852.

9962. How many of the clergy are patrons of national schools?—According to the returns made to Lord Eglinton in 1852, there were 81.

9963. Has the number been increasing or decreasing, as the system has gone on, or has it undergone any change?—It has decreased very considerably. In, I think, the Third Report of the National Board it is stated, that 116 clergymen of the Established Church had signed applications for schools. That was in the year 1836. It appears that in the year 1846, there were only 96 clergymen in connection with the system. Mr. Geo. Alexander Hamilton, in his speech in the House of Commons, August, 1849, stated that there were only 97 clergymen of the Church of England who had schools connected with the national system; it appears from returns given in the reports of the National Board, as compared with the statistics of the Church given in Thom's Almanack, that in the year 1851, there were only 89 clergymen who had schools under the Board; and in 1852, there were only 81.

9972. What was the interval between the establishment of the National Board and the formation of the Church Education Society?—There was an interval of seven years. The Church Education Society was formed at the close of the year 1838; the national system, I think, could hardly be considered as established in the country before 1832, though the letter stating the intention of the Government to introduce it was dated in 1831.

9973. In what way were the schools of the clergy supported; the association being able to give them no assistance, and the Kildare-place Society being able to give them no assistance, in what way were they supported?—By voluntary contributions. The clergy set themselves, through the agency of the diocesan societies, to collect funds by voluntary contributions, and they sought for and obtained very considerable pecuniary support from England, through the sympathy and co-operation of the English clergy.

9974. Why did they not continue that mode of supporting their schools?—The inconvenience of so many different diocesan societies appealing to the public for aid, and also a feeling that by uniting they would gain strength, coupled with the necessity that was very generally felt among them for the formation of a central training school for the raising of the character and efficiency of the teachers, led to a meeting of several influential clergymen in Trinity College, Dublin, on the 17th of May 1838. A plan for the formation of a Church Education Society was then considered by them, and agreed to. This plan was submitted during the summer of the same year to the several diocesan societies, and after receiving their concurrence, it was submitted to the Primate; and in the close of the same year the prelates of the Irish branch of the Church were called together in Dublin by a letter from his Grace, and, after making some slight alterations in the original draft of the society, which was laid before them, the majority of the prelates present gave it their sanction and support. That was in the winter of 1838. The Committee of the Church Education Society met for the first time on the 11th of February, 1839.

9975. What would you describe as being the fundamental rule of the society? —The fundamental rule of the society with respect to religious instruction is, that all the children shall daily be instructed in the Holy Scriptures, and that the children of the Church shall be instructed in the Church Catechism and the other formularies of the Church, and that none but the authorized version of the Scriptures shall be used in giving the scriptural instruction.

9976. What provision is made for carrying on, together with that religious instruction, secular instruction?—We have been, of course, very anxious to raise the character of our schools as to secular instruction, and a plan has been devised for improving it. There is a defined scale of secular, as well as of scriptural proficiency, stating the amount of each, which each child, according to his standing in the school is required to attain within a specified time, the amount being clearly specified, so that the teacher of the school is aware, before the inspector comes round to inspect the school, exactly what the inspector will require from each child,

and he is also aware that the inspector will be very stringent in requiring that; and that he is not authorised to look for more. Upon the child exhibiting that proficiency to the inspector, at his annual inspection, the child is, by the inspector, for he alone is authorised to do it, removed from the one class to the other, and that removal is authenticated by the signature of the inspector in the column underneath the class in which the child is placed. Upon the inspector returning the number of children who had attained the proficiency required, there is a graduated scale of gratuity awarded to the teacher, ascending in its amount according to the child's ascent in the school; so that the efficiency of the teacher is incited by his remuneration, to a certain extent, being made dependent upon the actual and *bonâ fide* proficiency of the pupils.

9977. *Lord Monteagle of Brandon*: And that proficiency is ascertained not merely by the number of the pupils, but by a ratio compounded of the numbers and the advancement?—It is.

9978. *Earl of Wicklow:* Do you mean that that plan is now in execution, or in contemplation?—It has been in execution for more than 20 years. It originated with the Diocesan Society of Tuam, before the formation of the Church Education Society. I had been acting as secretary of the Diocesan Society of Tuam, and when I was nominated an honorary secretary of the Church Education Society, I represented this mode of dealing with the teachers in the schools to the general committee, and when they first met, they, in the first instance, adopted in its integrity the Tuam scale of proficiency. It has been since modified, in accordance with the experience of the more highly qualified teachers, and the reports of our inspectors; and it is now, I think, tolerably perfect. Of course that scale of proficiency has been regulated with reference to our time-table, and our time-table in reference to it, so as to take care that a sufficient amount of time is set apart for each particular branch, in order to attain the amount of proficiency within the time specified.

10105. *Lord Bishop of Ossory:* If the clergy persevere in the course they have adopted for the last 22 years, is there any prospect of an increase of united education in the national schools?—No, I think not; I think it will probably become less every year.

10106. On what grounds do you think so?—I think it is the tendency of the national system. I think, from a reference to the reports, it will appear that joint applications from persons of different religious creeds have become less and less every year. There is another thing which strongly shows that there is a tendency to separate education in Ireland. If the principles which are enunciated by the Statutes of Thurles, and the principles enunciated by Archbishop Cullen, Bishop Foran, and other organs of the Church of Rome, are practically acted out in the country, it will render combined education impracticable.

10107. Would you think it wise in the Government to fall in with that tendency to denominational education, by giving grants to the different religious bodies

who are carrying on the education of the poor in Ireland?—By no means; I would very much deprecate anything of the kind.

10108. On what ground?—I think that it peculiarly important to the progress of education in Ireland that the Government should retain the management of the funds voted by the State for the purpose entirely in its own hands. In my opinion, the State ought to deal as much as possible with schools, and as little as possible with religious parties or denominations in Ireland.

10116. *Earl of Harrowby:* Do you conceive that the clergy now practically make any such contribution out of their incomes on behalf of Church Education schools, as would be equivalent to two per cent. on their emoluments?—A great deal more; in many instances more than four or five per cent.

---

(2) *Extracts from the evidence of the Rev. Hamilton Verschoyle, A. M., one of the Honorary Secretaries of the Church Education Society:—*

6821. *Earl of Harrowby:* Is the number of Roman Catholics attending your schools greater or less than it was a few years back?—It is less than it was.

6822. To what extent?—The attendance was at its highest point in 1848. There were then of Church children, 58,122; Dissenters, 15,713; Roman Catholics, 46,367. In 1849, there were 58,533 Church children; 15,562 Dissenters; 37,857 Roman Catholics. In 1850, there were 60,000 Church children; 15,000 Dissenters; and 33,000 Roman Catholics. In 1851, there were 59,000 Church children; 14,000 Dissenters; and 29,000 Roman Catholics. In 1852, there were 61,000 Church children; 15,000 Dissenters; and 28,000 Roman Catholics. Last year, there were 61,000 Church children; 15,000 Dissenters; and 22,000 Roman Catholics. (Total 98,000.)

6832. *Earl of Desart:* To what part of Ireland do those returns principally relate; do they relate at all to the exclusively Roman Catholic districts?—There are Church Education schools, even in the Roman Catholic districts; almost in every parish in Ireland. There are 1,880 schools, and they are to be found in nearly every parish in Ireland.

6840. *Earl of Wicklow:* Do you find that the subscribed funds to the Church Education Society are upon the increase, or are they diminishing?—They are rather on the increase; this last year they are £44,250; the year before they were £40,000; by far the greater part of that amount is obtained from local contribution.

(3) *Extracts from the evidence of the Rev. Charles King Irwin, A. M., a Rector in the Archdiocese of Armagh:—*

3915. *Earl of Carnarvon:* Can you institute any practical comparison at present between the character of the secular instruction which is given in the Church Education schools and in the National Board rural schools?—I think I am competent to do so; I have had frequent opportunities of doing it. I have been for seven years past a member of the committee of clergy who conduct the annual examination of teachers in the city of Armagh, connected with the Church Education Society; that gives me a tolerable insight into the qualifications of our teachers; and I was also for a great many years an unpaid Inspector of the schools under that society in Armagh diocese, which gives me some idea of the mode in which the teaching is conducted. On the other side, I have within the last three years inspected about 100 national schools.

3916. What is your impression as to the relative efficiency of the two classes of schools?—I think, taking them average for average, I should call our schools rather the better of the two; and when I take into account the great advantages which the national teachers have as compared with ours, I should call ours greatly the better, because the national teachers have such excellent means of training, and such capital books, which they purchase at a very reduced rate, and the purse of the nation at their back, that unless the difference were very decidedly in their favour, I should say that it is in ours.

3917. *Earl Granville:* Will you state in what respect you think the superiority exists?—There is a greater system and method, and sounder teaching: what is taught is better taught; and there is a better class of men to teach it.

3918. *Earl of Wicklow:* Do you confine your observations now to the north of Ireland in which you reside, or do you extend your observations to all parts of Ireland?—I was never to the south of Dublin in my life.

3919. You know nothing of the working of the system in the south of Ireland, or those parts which are called the Roman Catholic districts of Ireland?—Nothing whatever.

3920. *Earl Granville:* In what respect is the education sounder?—I conceive the branches are better taught. If you go into our schools, and examine the children, you will find they know what they profess to know better than you would find they did in the other schools.

---

(4) *Extracts from the evidence of the Rev. Theophilus Campbell, A. M., Incumbent, Belfast:*

8251. *Earl Granville:* Without entering into what causes of either advantage or disadvantage there may be to the promoters of national schools or Church Education schools, you are of opinion that the quality of the education given in the Church

Education schools in secular matters is, on the whole, superior to that given in the national schools?—I would not say it was so; on the whole, it is rather more equal: I speak of the Church Education schools in Belfast; they are equal to any national schools, in Belfast; and, probably, the secular education communicated in both classes of schools would be found equal.

3.—Opposition of Presbyterians from 1831 to 1840, and the terms of their Assenting to the system of National Education.

(1) *Extracts from the evidence of the Rev. P. Shouldam Henry, D. D., President of Queen's College, Belfast, and Commissioner of National Education:—*

9072. *Earl Granville:* What were the principal points which led to the correspondence between the Presbyterian body and the Board?—Considerable misunderstanding still exists in many quarters regarding the questions which arose between the Board of Education and the Synod of Ulster, previous to the time of their juncture in 1840. With the permission of your Lordships, I will take leave to mention in succession eight points, which I have adduced as arising from the whole correspondence and afterwards consecutively show how they were disposed of, modifications in certain instances having previously taken place, and certain general principles being still retained. I do not commit myself to what was done at the Board of Education previously to my uniting with it. I am responsible for what was done in the Correen case, which has been often spoken of before your Lordships, but not for many previous proceedings. At the same time, I think it is very desirable that a clear understanding should exist with regard to what the eight objections were. The first was this: The Presbyterians objected to the exclusion of the Bible during the ordinary school-hours. Secondly, They took exception to an old rule of the Commissioners, which required patrons to keep a register of the attendance of the children at Divine worship on Sunday. Thirdly, They objected to the control given to individual members of the Board over the books used during the period of separate religious instruction. Fourthly, They protested against being associated with clergymen or laymen of other religious denominations in making application for aid. Fifthly, They entertained and expressed scruples against allowing a clergyman of a different religious persuasion from the patrons, to impart religious instruction to the children of their respective communions in the school rooms. Sixthly, They objected that neither the patron nor the teacher should be bound to exclude from the school any children who might be willing to receive the religious instruction given therein. Seventhly, They objected to restrictions respecting the use of the school-rooms on Sundays, or after school-hours on the other days of the week. Eighthly, They, in some instances, also expressed a disinclination to put up the inscription "National School;" and in a few inst nces ministers insisted that if put up, it should be accompanied by adjuncts of a denominational character. Confining my observation to the time when I acted as a Commissioner, I will endeavor to deal with these objections in succession, in order to afford a clear view of the modifications which took place, and of the times when they were made. The first objection held by the Presbyteriaus was that the Bible was excluded dur-

ing the ordinary school-hours. That was explained, I think, very satisfactorily by Lord Derby's (then Lord Stanley) letter to a deputation of the Synod of Ulster in 1833, and more fully explained and made a rule in 1837, in the Fourth Report of the Commissioners. These are Lord Stanley's words: "His Majesty's Government fully recognises the right of all who choose it to read the sacred Scriptures, but the exercise of this right in the case of infants must be subject to the control of their parents and natural guardians; and in point of time, in the national as in all other schools, it must be limited by the appropriation of certain hours to certain other branches of study. The proposition that any child at any hour, and in the midst of any other allotted employment, should be permitted to read the Bible, is a proposal so perfectly novel and unheard of, and so totally impossible, as it appears to me, to be reduced into practice, that I should not have noticed it, but that such appears to be the express sense of the words of the proposition No. 2, and seemed to be sanctioned by some at least of the deputation from the Synod. The national schools are not so much the schools of the Government as of local patrons and managers, who submit voluntarily to certain regulations in order to entitle them to receive aid from the Government. They are therefore at liberty to lay down their intended course of study; they are free to appoint certain hours during which certain studies are to be carried on, in some of which Roman Catholics and Protestants may, in others of which they cannot object to join. There appears to have been a considerable ubiquity in the use of the expression 'school-hours,' which has given rise probably to some misconception. The phrase might (and perhaps in strictness ought to) apply to all hours in which instruction is given to the children: in this sense the portion of time set aside for religious instruction may be called school-hours. These hours are (as I have already observed, and as may be seen by the printed regulations,) not exempted from the control of the Commissioners; and the Scriptures, as well as the authorized Catechisms, &c., of any Church, are expressly permitted to be used at these times. But the expression "ordinary school hours," has been generally employed to denote those portions of time which are devoted to the combined instruction of children of various persuasions, and at which all the children belonging to the school are expected and required to attend. Those hours, be they more or be they fewer, will be allotted to other studies; and in them, of course, neither the Bible nor any other book could be employed to which the parents or guardians of any children could object on the grounds of religious scruples. To introduce the reading or hearing of any such book during the ordinary school-hours, viz., those during which all the children of all the denominations are expected to attend, would be a palpable violation of religious liberty of conscience. But there is not (nor ever was) any objection to the reading of the Scriptures, or the giving of any other religious instruction, on days and hours to be specified by the local patrons, to the children whose parents choose that they should attend. Those days and hours however, must be specified, in order to remove from the mind of the Roman Catholic parent the possibility of a suspicion that his children may be influenced to join in studies of which he does not approve. Nor is there any objection to the application of the term 'school-hours' to these portions of time, provided they are distinguished from the hours of universal and

necessary attendance." The clergy of the diocese of Derry and Raphoe, in the exercise of their independence, as in the case of the Synod of Ulster at the time of the investigation in 1837, proposed certain modifications, and among them, that there should be a Scripture class in all the national schools, to be composed of those children whose parents or guardians might wish them to read the Bible. The Derry clergy gave up the compulsory principle. I have no doubt many of those who gave it up on this occasion, had their schools like those of the Presbyterian ministers, in connexion with the other societies previously alluded to. This is their language:—1st. That there shall be a Scripture class in all the national schools, to be composed of those children whose parents or guardians wish them to read the Bible. 2d. That it shall be part of the daily education given in the schools, that such class shall read the Bible at suitable times during the ordinary school-hours. The execution of these stipulations we think will be provided for by the following modifications in the rule at present regulating the conduct of the Board of National Education. In the Regulation No. 3, under the head of 'Regulations of the Schools as to Tuition, Attendance,' &c., the first rule shall be altered to stand thus:--I. The ordinary school business, during which all the children, of whatever denomination they be, are required to attend, and which is expected to occupy a competent number of hours in each day, is to consist of instruction in those branches which belong to a literary and moral education, embracing the reading of the Holy Scriptures by those children whose parents or guardians consent to it." Then they give the modifications, that approach towards the Board, that express desire to unite with the Board upon the non-compulsory principle, which induced the Commissioners, after the inquiry in 1837, to modify their rule with regard to the school-hours; and that modification we find in the Fourth Report of the Commissioners for 1837. I have no doubt the expressed desire of the Synod of Ulster and the Derry clergy led the Commissioners to reconsider that rule. They did so. The Board say, "Having received your Excellency's permission to revise our existing rule as to religious instruction, we have anxiously considered, whether we could effect such an alteration in the letter of it, without violating the principle, as might satisfy any of those who have been hitherto conscientiously opposed to us. The principle of the system, and which we consider fundamental and unalterable, is, that the national schools shall be open alike to Christians of all denominations; therefore, that no child shall be required to be present at any religious instruction or exercise, of which his parents or guardians may disapprove; and that opportunities shall be afforded to all children to receive separately, at particular periods, such religious instruction as their parents or guardians may provide for them. The letter of the rule is, that religious instruction shall be given out of the hours during which all the children attending a school are assembled for common instruction. It has been considered by some, that to limit the time for religious instruction in this way, tends to discourage it altogether, and therefore, that an opportunity should be afforded for giving it at whatever hour may be deemed most convenient. The rule, as to time, was framed with a view to convenience, and convenience only, and it never has been considered by us that we should violate principle if we allowed religious instruction to be given during the ordinary school-hours, provided

that such an arrangement were made, as that children, whose parents did not approve of it, should not be required to attend, or be present at it. We, therefore, propose modifying the letter of the rule so as to allow religious instruction to be given, and, of course, the Scriptures to be read, or the Catechism learned during any of the school-hours, provided such an arrangement be made, as that no children shall take part in it, or listen to any religious reading or instruction to which their parents or guardians object." The disposal of the first objection of the Presbyterians, that the Bible could not be read during the ordinary school-hours.

9073. *Lord Monteagle of Brandon:* That modification was not made exclusively on behalf of the Presbyterian body, but embraced all the schools under the guardianship of the Commissioners?—Yes, and it arose equally from the representations of the Derry Clergy of the Established Church and the evidence of Dr. Cooke and others, before the previous Commission.

9074. *Lord Bishop of Ossory:* In what year was that?—In 1837.

9075. Were you a member of the Board in 1837?—No, I was not.

9076. *Lord Monteagle of Brandon:* Will you now proceed to the second modification which was made?—The second modification had reference to the register for the attendance of pupils on public worship. That was withdrawn, with the sanction of Lord Stanley, in the year 1833. That objection, therefore, was wiped away. I will then deal with the third objection, the control given to individual members of the Board over the books used at the time of separate religious instruction. That is explained by a document I will now put in evidence; it is a modification which took place in consequence of the objection which was then expressed. The rule as it originally stood was this, "They will require to have the entire control over all books to be used in the schools, whether in the combined moral and literary or separate religious instruction. None to be employed on the former except under the sanction of the Board, nor in the latter but with the approbation of those members of the Board who are of the same religious persuasion with the children for whose use they are intended." That was modified by a minute of the Board on the 10th April, 1832, and it is thus modified: "That the following document, signed by the Commissioners, be transmitted through the Duke of Leinster, to the Right Hon. E. G. Stanley, for the approbation of His Majesty's Government; 'It having been found that an objection involving religious principles has been made, particularly by Presbyterians, against vesting any individual with a control over books to be used in religious instruction by ministers of that communion, and that difficulties are likely to arise with respect to ministers of other denominations who are not represented on the Board as now constituted.' Resolved, 'That it be recommended to His Majesty's Government to permit the Board to alter Regulation IV., so as to stand as follows: They will require to have the right of veto upon all books used in the schools for the combined moral and literary instruction. They will further require that all books used for religious instruction shall be used under the sanction of the minister recognised by the parents of the children for whose instruction they are employed, and that such minister shall obtain the consent either of

any one member of the Board to whom he may choose to apply, or of the particular Church to which he belongs, according to the rules of that Church, namely, that an Episcopalian minister who does not choose to apply to any member of the Board, shall obtain and submit for the inspection of the Board the consent of his own diocesan; a Presbyterian minister that of his own Presbytery; and a minister of any other denomination the consent of whatever person or body the denomination to which he belongs regards as possessing ecclesiastical authority. No such sanction is required for the use in religious instruction of the Sacred Scriptures, or of the public standards of any Church. The rule, as it at present stands, is as follows: 'If any other books than the Holy Scriptures, or the standard books of the Church to which the children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners.'" With respect to the fourth matter of objection, to being associated with clergymen and laymen of other denominations, that was given up, I conceive, in 1833, when the Commissioners accepted the four propositions of the Synod of Ulster. There was a query sheet in connexion with that, to which the Presbyterians objected. They believed that it implied a recognition of the *ex officio* character of the priests or clergy of other denominations as visitors of their schools, and that in making application for aid it was necessary to seek the co-operation of others.

9077. *Lord Bishop of Ossory:* Was not that altered from the time that the Board employed district inspectors; did not the query sheet cease from that time to be directed to applicants, and was not the information sought through the district inspectors? —The query sheet was not withdrawn till December, 1839, a short time before the junction of the Synod. Shortly after becoming a member of the Board, I was led to understand that the query-sheet was withdrawn, and I have reason to know that the withdrawal of it formed one of the grounds upon which the Presbyterians made their application to the Board. I now approach the distinction between vested and non-vested schools, and the principle involved in it. It was objected, fifthly, by the Presbyterians, that they could not grant liberty to the assembling of the pupils of other denominations in their schools, in order to allow their pastors to give them religious instruction. At the time they presented their Correen case the principle was clearly recognized, by the adoption of that case, that the managers are not required to give the use of their school-room to clergymen or laymen or other denominations for religious instruction; that the patron has the liberty of giving religious instruction to all who will accept it, and of withholding that liberty from others; that it is perfectly non-compulsory. There is no compulsion to be used, either to induce children to remain or to compel them to retire.

9078. At what date was that objection removed?—In January, 1840, upon the presentation of the Correen case. I must say, on behalf of my colleagues, and in their absence, that the Archbishop of Dublin, and Mr. Blake, and others, always declared that that was always the meaning of the rule. I am myself free to admit that there was some ambiguity in the wording of the rule, calculated to lead to the misconceptions that prevail.

9079. *Lord Ardrossan :* What do you say was the meaning of the rule?—If you look back to the Temple Meeting-house case, I think myself there is a great deal of ambiguity in some of its expressions. "The rule, that the hour from two till three of each day, except Saturday, shall be employed in reading and instruction in the Holy Scriptures, is quite compatible with the regulations of the Commissioners, provided that such children only as are directed by their parents to attend be then allowed to continue in the school, and all others do then retire." Upon this construction, as laid down here, I always differed from some of my colleagues. The principle laid down here is, that it is compulsory upon the patron to require those children to retire whose parents directed them to do so. When the principle of non-vested schools was raised, there was a difference made in that respect; it was, in my view of the original wording of the rule, a concession to the Presbyterians, and to all others along with them. It was satisfactory when, in 1842, the rules on this point were made perfectly clear.

9080. That ambiguity you believe to be now removed?—Since we revised our rules in 1842, that ambiguity has been removed. In the intermediate time between 1840 and 1842, a great deal of correspondence arose between Archdeacon Stopford and the Board regarding the meaning to be attached to this rule. The Commissioners have inserted this Temple Meeting-house case in their Report of 1840, in order to show the analogy between it and the Correen application. Archdeacon Stopford thought he saw a distinction, and he asked for an explanation of the rules, and that, and other circumstances, led to the rules being cast into their present form, as they are to be found in the Report of 1842. This was the first time that the distinction was fully explained to the public, and embodied in the rules, as regards vested and non-vested schools: it is in the Report of 1842. "In schools, towards the building of which the Commissioners have contributed, and which are, therefore, vested in trustees for the purposes of national education, such pastors or other persons, as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the school-room for the purpose of giving them religious instruction there at convenient times, to be appointed for that purpose, whether those pastors or persons shall have signed the original application or otherwise." That applies to vested schools. The clergy of all denominations in a vested school have still the right of going there and giving religious instruction under certain conditions and provisions. Now comes the distinction between vested and non-vested schools. "In schools not vested, but which receive aid only by way of salary and books, it is for the patrons to determine whether religious instruction shall be given in the school-room or not; but if they do not allow it in the school-room, the children, whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction elsewhere." In the 9th Rule it is stated, "Whatever arrangement is made in any school for giving religious instruction, must be publicly notified in the school-room, in order that those children, and those only, may be present whose parents or guardians allow them." It does not compel the patron to put them away from the religious instruction.

9081. *Earl of Harrowby:* Do you consider that the doubt whether the patron is obliged to see to the retirement of such children is completely at an end? —Perfectly so; and as far as non-vested schools are concerned, the settlement of the question arises also out of the Correen case, which I shall refer to presently.

9082. *Lord Bishop of Ossory:* What distinction do you think exists between vested and non-vested schools in that respect?—It is now the same with regard to both. The principle is conceded also in the Correen application. The patron is not to compel retirement in any case.

9083. *Earl of Harrowby:* Is the point now clearly ascertained, and in what way, that under no circumstances is it the duty of the patron to see that the children whose parents object, quit the school when the religious instruction is going on not in accordance with their own persuasions?—I have already stated, that the Archbishop of Dublin and Mr. Blake, always asserted that the Board never intended to compel any person to put the children away from the religious instruction. This was the more readily agreed to and embodied in our rules in 1842, from such an opinion having existed upon the point.

9084. In what way is it laid down, that it is not the duty of the patron to see to the retirement of the children when the religious instruction is being given?— Rule 3, applies to both cases: "The patrons of the several schools have the right of appointing such religious instruction as they may think proper to be given therein, provided that each school be open to children of all communions; that due regard be had to parental right and authority, that accordingly no child be compelled to receive or be present at any religious instruction to which his parents or guardians object."

9085. Has that ever received an authoritative interpretation?—I think from the rule I have read, the non-obligation is clearly implied. I have often heard the late Dr. Murray say, that he could not be a party, and I could not be a party, to require the retirement of any child from religious instruction; it is the parent's right to withdraw his child, and the onus is thrown upon him of doing so according to the late arrangement and settlement of the rule. The patron is not to compel the children to retire.

9086. *Viscount Clancarty:* If the children be not required to withdraw, what guarantee is there against their faith being tampered with by those who may possibly hold out inducements to them to remain?—The notification is made on the time-table, that the religious instruction is given at a certain hour, and we have lately required that a space of time shall be allowed between the secular iastruction and the religious. We have faith in parents that they will discharge their duty. I have to state, that I have now been many years a Commissioner, and I am not aware that a single instance of proselytism has taken place in any of the schools.

9087. Without any case of proselytism having occurred, what is there to ensure the parent's wish being complied with, if inducements are held out to the child to

how they are conducted, or, it may be, take any part the master may permit; but the master has perfect rule and power in his own school, and acknowledges no authority beyond the members of the committee. No local *ex officio* power enters into our school-rooms.

5613. *Viscount Hutchinson:* Of course you do not exclude the Inspectors of the Board?—The Inspectors of the Board of course may come; but I mean parish *ex officio* power.

5614. *Earl of Wicklow:* Are all your schools what are called vested schools for non-vested?—They are all or chiefly non-vested schools; perhaps there may be a few of them vested schools, but if any, they must be few.

5615. *Earl Granville:* You have stated that the children are not obliged to attend the teaching of the catechism or reading of the Scriptures: is that a principle of which you approve?—It is a principle upon which we have always acted towards children not of our communion; we have never compelled any to read our Scriptures, or subjected them to any penalty for refusing. Before there was any system of national education, when our schools were altogether supported by the parents of the children, we never required, as a necessary qualification for secular instruction, that any child should receive our religious instruction.

5616. In short, you were ready to give a certain amount of moral and literary instruction to children who, on account of objections felt by their parents, were not willing to attend to your special religious instruction?—Yes, if such cases should occur.

5617. *Lord Ardrossan:* You conduct your schools very much on the principle of the parochial schools in Scotland?—Exactly.

4.—Opposition and Demands of the Roman Catholic Clergy.

(1) *Extracts from the evidence of Maurice Cross, Esq., Senior Secretary of the National Board of Education, Ireland:—*

358. *Viscount Clancarty:* Is the number vested in trustees yearly diminishing?—The number vested in trustees form the great majority, They are gradually diminishing. In consequence of the Roman Catholic clergy, generally, being much opposed to the change of rule which I have explained, they object to have the schools vested in the Commissioners. There was an order from the highest authority of their Church (I believe from Rome itself), that schools under them were not either to be transferred or to be vested in the Commissioners.

525. *Earl of Harrowby:* Will you explain what is the objection on the part of the Roman Catholic clergy to putting the schools under their patronage into corporate connexion with the Commission?—Some time after the rule was adopted

by the Commissioners, which was introduced solely for the purpose of securing that the school-houses should be kept in proper repair, and not with any reference whatsoever to the general rules of the Board, a misapprehension, as I conceive, arose among the Roman Catholic clergy upon this particular point. It was their opinion, that there would be some danger in vesting the school-house in the Board under such a rule, and on this ground, that if at any future period a new Board of Education should be appointed, or the fundamental principles of the national system should be materially altered, they would thus be bound by, or become parties to a system of which they conscientiously disapproved, and that, too, after they had contributed, with great difficulty, to provide the necessary local funds for erecting those schools. It seemed, in the opinion of such Roman Catholic clergymen, to lessen the authority that they ought to have over the schools which had been partly built by the money of their own congregations.

855. *Earl of Desart*: Have not many of the Roman Catholic clergy applied since the year 1851 to place their schools under the Board?—Many of them have; but the number of applications of that kind (I mean, for grants towards the erection of schools) is not so great as it was previously to the adoption of the rule in 1845.

856. *Viscount Hutchinson:* Are you aware that such an application is in direct contravention of the Statutes of Thurles?—I am; I am aware that long before the publication of the Statutes of Thurles (the perusal of which has caused me much pain), the Pope had interfered to prevent the clergy of the Roman Catholic Church in Ireland from putting schools under the Board in their corporate capacity; but now there is a positive and authoritative announcement to that effect in the statutes to which the last question alludes.

857. *Lord Beaumont:* But in spite both of the interference of the Pope and of the statutes of Thurles, clergymen of the Church of Rome have applied to the Board?—Some have, but not any considerable number.

---

(2) *Extracts from the evidence of the Most Rev. Richard Whately, D. D., Lord Archbishop of Dublin:—*

1277. *Earl of Desart:* Should you say, speaking generally, that the national system has been opposed by the Roman Catholic clergy?—Not by the majority of them; it has been by a certain section of them.

1278. Has that opposition increased since 1850, when the Synod of Thurles was held?—Certainly.

(3) *Extracts from the evidence of Sir T. N. Redington, K. C. B.:—*

5311. *Lord Bishop of Ossory:* Are you aware that it has been declared at Thurles, and embodied in the statutes, that the system which prevails in England, by which Roman Catholics obtain funds for carrying on their schools from the State, is in all respects to be preferred to that which exists in Ireland?—I believe something of that kind is in the Statutes of Thurles.

5312. Do you assent to that?—I consider that the system could not be established in Ireland; I think in that country it is far from a suitable system.

5313. Do you know that the Bishops go on to to say that this is their right, as well as that of their co-religionists in England, and that they claim it for themselves?—Yes, that is one of those things which are in the statutes of Thurles, which I consider not to have been dictated by any prudent view of what is practicable in the country. I do not conform to the opinions of the synod of Thurles, in reference to the Queen's Colleges or the national system. I have the highest respect for the authority of my Church in matters of doctrine; but with regard to those two systems, knowing a good deal about them, I think those regulations were framed under a misapprehension.

5314. *Viscount Hutchinson:* Though they have been confirmed by the Supreme authority of your Church?—Yes.

5315. *Earl Granville:* Do those statutes contain any recommendations to the Bishops of the Roman Catholic Church, which have not been attempted to be acted on?—At the close of the paragraph upon the national system, it is stated, that in order that this matter may be set right, the four Archbishops are charged to communicate to the ruling authority the views of the Prelates. I was in office for 18 months and upwards, and never heard of any step being taken in conformity with that direction.

---

(4) *Extracts from the Very Rev. Dean Meyler, D. D., Commissioner of National Education, Ireland:—*

2211. *Lord Bishop of Ossory*: They [the Roman Catholic Bishops at the Synod of Thurles] go on to say, "We claim for ourselves the right, which is thus acknowledged; for if it is just and expedient to aid the Roman Catholics in England from the Public Treasury, in the separate education of their children, there is no reason why the faithful Roman Catholics in Ireland should not be dealt with in a similar manner?"—That shows that they are advocates for separate education, of course.

2212. Who are such advocates?—The fathers of the synod, who drew up that document.

2213. To what extent are those statutes binding upon the clergy in Ireland?—They are binding on their consciences in all mandatory decrees to observe them: they were sent to Rome for the approbation of the Pope, and when they came home with his approbation, of course they were law.

2214. *Marquis of Lansdowne*: Have you understood that in consequence of the effect of those statutes of Thurles, any Roman Catholic clergyman in Ireland has been induced either not to adhere to, or to withdraw his adherence from, the the system as now carried on by the Board?—I do not think they have had any effect in that respect.

2224. *Lord Bishop of Down:* You did not vote at the Council?—No, I did not vote; I merely attended as Archbishop Murray's theologian at the Council. When I was asked about the national system of education, I only meant to say, that I approved of the mixed system of education when first established and as now in operation. As the Council has decided, if a decision it may be called, in favour of an unmixed system of education, it is not for me to give an opinion against what they have decreed. I gave my opinion abstractly only as to the national system being a very useful one, and very serviceable to the country, and that it has worked well, as far as my experience goes.

5.—Convent and Monastic Schools.

(1) *Extracts from the evidence of Maurice Cross, Esq., Senior Secretary of the National Board:—*

291. *Earl Granville:* There are a number of schools under nuns?—There are.

508. *Earl of Desart:* What practical rule do the Commissioners apply to that connexion; how far would they allow a school to be connected with a conventual or religious establishment?—The Commissioners are already empowered (I do not mean by the letter of Lord Stanley), but they have long since had permission to take convent schools into connexion with their Board, and to make grants to them of salaries, books, and requisites.

509. *Earl of Derby:* Since when has that power been vested in the Commissioners?—Immediately after the formation of the Board, and with your Lordships' consent. The Commissioners took schools under convents into connexion very soon after they began to discharge their official functions.

735. *Viscount Clancarty:* I understand you to say, that in no case is the salary of the teacher governed by a per-centage on the number of the children in the school?—The regulation of paying salaries by a per-centage upon the average daily number of children in attendance applies exclusively to convent schools.

736. But it does apply to convent schools?—It does, and not to any others.

737. Have you any return of the number of convent schools?—There were 104 convent schools on the 31st December, 1853, in connexion with the Board.

738. *Lord Bishop of Down:* Will you explain what convent schools are?—A convent school means of course a school in connexion with a convent.

739. *Earl of Wicklow:* But not necessarily forming part of the convent?—Not necessarily. A convent school may be established adjacent to a convent.

740. It may be established at a distance from a convent in the same town or village?—Yes, but under the management of the ladies of the convent.

741. *Lord Fingall:* By convent schools, do you mean schools attached only to female convents?—Entirely female convents.

742. *Viscount Hutchinson:* Are there not some schools in connexion with monasteries?—There are some schools in connexion with monasteries. I am speaking now only of convents having schools in connexion with them for female children. A more correct way to express it would be, a female school under the direction and management of nuns. I do not include in the number I have given the few monk schools which receive aid from the funds at the disposal of the Commissioners.

743. *Lord Monteagle of Brandon:* Do you include in that return the schools under the Sisters of Mercy?—Yes.

744. *Lord Bishop of Ossory:* Is the mode of paying, in the case of the monk schools, the same as in others?—The monk schools are not paid according to salaries, because the monks themselves are the teachers.

745. Are the ladies of the convents the teachers in the nuns' schools?—They are.

746. *Earl of Harrowby:* In all cases?—There may be one or two exceptions; they are almost all of them under the ladies of the convent. The total [annual] amount of salaries paid to those schools by such per centage, for the same period of time, was £4,232 15s.; the average, therefore, of salaries paid to that class of schools I have computed at a little more than forty pounds to each; and the average amount paid, taking into consideration the number of children attending those schools (which are much the largest schools under the Board), does not much exceed 4s. for the instruction of a child per annum.

750. *Earl of Wicklow:* Have you any means of knowing the proportionate number of Roman Catholics and Protestants in convent schools?—My impression is that, with scarcely an exception, they are all Roman Catholics. There may be exceptions in particular instances.

1562. *Lord Bishop of Ossory:* Is it not admitted in the Sixth Report of the

Board that a school conducted in a nunnery under the Sisters of Mercy, or any sisterhood of the Roman Catholic Church, is to be regarded as in the nature of separate schools?—That admission, has, I believe, been made. It is important, however, to observe, with regard to the nunnery schools, upon which I have been so frequently questioned, that whilst they must always be, from their peculiar constitution, practically of an exclusive character, still the rules of the Board are required to be observed by the exemplary ladies who superintend them. During the hours of ordinary instruction, no religious book of a sectarian nature can be introduced into those schools consistently with the rules of the Board. No political productions of any description can be read; no religious instruction can be given of a denominational character. Besides, there is this great advantage, that in the nunnery schools the children read the national school books which have had so powerful an influence in advancing united education, and which contain so large a portion of moral instruction and religious information.

---

(2) *Extracts from the evidence of James W. Kavanagh, Esq., a Head Inspector of National Schools:—*

2695. *Viscount Clancarty:* Do those answers which you have given with respect to nunnery schools apply to schools under monks?—In every respect.

2696. Are monks assumed to be proper teachers of the children attending the schools?—We never examine monks as to their scholarship; we infer it from the success of its application, and which is a more severe trial.

---

(3) *Extracts from the evidence of the Rev. P. S. Henry, D.D., Commissioner:—*

9311. *Lord Beaumont:* You said you had some observations to make with regard to convent schools?—I did. I need not say to your Lordships that by Lord Stanley's consent the conventual schools were connected with the Board. Circumstances have arisen of late at the Board to prove the necessity of some fixed rules being laid down regarding them. I think there should be a strict supervision over them. Whether there should be a lay teacher in each of them, paid directly, as the other teachers are, is a question that I am not prepared to pronounce on, but it is one well worthy of consideration; it is of great importance, I think, to hold the conventual schools. We have 40,000 children in connexion with them, and as these schools are embodied in the system, and are consolidated with it to some extent, I think it is very desirable to retain them; but from what has occurred I think it would be well to recommend the Commisssioners to lay down some strict rules with regard to them, so as to bring them quite into accordance with our regulations.

9316. *Lord Monteagle of Brandon:* You stated that cases of abuse had arisen; by abuse do you mean the violation of the rule with respect to the celebration of religious worship in the school-house?—I mean, for example, they use the Angelus prayer at every hour, and there being no notice in the time-table of the hours of religious instruction; I mean that, in my view of the term, "access to the public," it is not given as it ought to be; that, in fact, the doors of these schools should be as open as others. This is one of our great guarantees. These are some of the cases of departure from rule, but the Board has checked them, and adopted measures which, I think, will make these conventual schools very valuable establishments. I have had evidence from many people, who have visited these schools, that the answering of the pupils was very satisfactory.

6.—How far the System of United Education, or Mixed Schools, in Ireland, has Succeeded or Failed.

(1) *Extracts from the evidence of Maurice Cross, Esq., Senior Secretary of the National Board:—*

119. *Earl of Derby:* Can you give the Committee an epitome of the returns which have been made, showing the extent to which the combined education goes in the different provinces?—I have some returns to that effect:

SUMMARY:

In Provinces of	Number of National Schools in Ireland under the Patronage of											
	Established Church.		Presbyterians.		Dissenters.	Roman Catholics.			Workhouse Schools.	Commissioners of National Education.	Religion not stated.	Total.
	Clergy	Laity.	Clergy	Laity.		Jointly with Protestants.	Clergy	Laity.				
Connaught ...	15	79	6	—	1	12	373	80	21	—	1	588
Leinster	33	73	3	2	2	8	900	87	31	11	1	1151
Munster	12	75	2	2	—	16	791	39	45	5	1	988
Ulster.....	94	225	483	189	30	12	736	71	21	12	2	1875
Total....	154	452	494	193	33	48	2800	277	118	28	5	4602

120. Do I rightly understand the return which you have now read, as showing that the whole number of schools under the joint management is only 48 of persons of different religious denominations?—Up to the date specified in these returns, there are very few schools under joint management; and I should add, that as far as my experience goes, those under joint management have given the Commissioners more trouble than any others, for they have found it very difficult to unite parties of various religious communions.

124. Can you inform the Committee what proportion of the schools are schools which contain children exclusively of one religious denomination, or in which there are not above two or three children not belonging to the prevailing denomination? —There is no return which will give that information. We have no return showing

the number of children of the different denominations in each school. One of the headings in the Return moved for by Lord Clancarty is, the number of children on the rolls for the half-year ending 31st March, 1853, in the schools enumerated in the Commissioners' 18th Report. This refers to 1851, and was moved for by Lord Clancarty. The total number in the four provinces is 490,027 children. Of the Established Church there are 23,629; Roman Catholics, 390,840; Presbyterians, 39,751; other Protestant Dissenters, 2,083. The total number whose religious denominations were ascertained, is 456,303 children; but there is a large number whose religious denominations were not ascertained, by which I mean, that on sending to the managers of schools (for it is only through them that the Commissioners can obtain such information), there were 33,724 children whose religious denominations were not given.

127. *Earl of Desart:* Do you think that there would be any difficulty in the harmonious combination of children of different denominations among themselves, independently of the system of management altogether?—I should say, none whatever; the children of all persuasions agree well together, and I never heard of any difficulty on that point.

128. *Earl Granville:* You have read an analysis of the number of children of different denominations attending schools under the control of the board. Can you give a similar analysis with regard to the religious denominations to which the teachers belong?—I have it here. This is a return of 4,704 schools, for the half-year ending the 31st of March, 1853; this is the most recent return we have prepared. In 4,704 schools, there were 4,859 principal teachers, 278 assistant teachers, 277 work-mistresses, and 540 monitors: total 5,954. Now, of that total, there were 341 members of the Established Church, 4,696 Roman Catholics, 756 Presbyterians, 35 other Protestant dissenters, making a total of 5,828; and there were 126 in this return whose religious denomination was not stated, or not known, making a total of 5,954.

150. *Lord Bishop of Ossory:* But the result is, that whether the schools of the Protestant clergyman and of the Roman Catholic priest are under the national system, or under different societies, there cannot be united education?—Certainly, in those particular instances, there cannot be united education; but if the children and the parents were left to themselves, probably there might.

151. *Earl of Desart:* Do you conceive that the rules of the Board in such a case afford sufficient latitude to enable one class of religionists to confine the education to that of their own class?—The rules of the Board present no obstacle whatever to united education; but they do not contain anything which would enable the Commissioners to enforce it.

157. *Viscount Hutchinson:* Lord Stanley's letter says, "As one of the main objects must be to' unite in one system children of different creeds, and as much must depends upon the co-operation of the resident clergy, the Board will pro-

bably look with peculiar favour upon applications proceeding either from—1st. The Protestant and Roman Catholic clergy of the parish; or, 2nd. One of the clergymen, and a certain number of the parishioners professing the opposite creed; or, 3rd. Parishioners of both denominations." How many of the national schools fulfil that condition?—I have already stated that, for a number of years past, except occasionally, the applications are almost always signed by one applicant only, and that, in point of fact, those three conditions you may consider as extinct. I added also, that if any applications of that description came up under those three heads, if the Commissioners had at the time a variety of applications before them, and if it was not convenient, or they had not funds sufficient to make grants to them all, they would give the preference to an application which complied with those conditions.

158. *Earl of Derby:* But, practically, you state that the whole of it has become a dead letter?—Practically, it has been so since 1840.

377. *Viscount Hutchinson:* From the experience you have had of the working of the system latterly, are you of opinion that the fundamental principle of the original system, which was that of united education of children of various creeds, has been a failure, generally speaking?—United education has not succeeded to the extent which the framers of the National system of education intended, and which the Commissioners could desire: permit me to add, that is not the fault of the system, or of any of its rules: its rules encourage, and afford facilities for united education, if parties would avail themselves of the aid offered by the system; it is the result of a variety of circumstances—the conflict of sects and parties, and conscientious scruples on the part of persons of various religious persuasions.

378. *Viscount Clancarty:* But does it not appear that, practically, the rules of the system do not encourage united education?—I said on a former day, and I repeat it, that the rules of the Board do encourage united education, if persons of different religious persuasions would co-operate and apply for it. Applications of that class would have a preference over all others, if the Commissioners had not funds to aid the whole.

---

(2) *Extracts from the Evidence of the Most Reverend Richard Whately, D.D., Lord Archbishop of Dublin:—*

1358. *Lord Monteagle of Brandon:* With respect to the causes of the mixed system of education not having been more general than it is, were there any circumstances, at the first foundation of the National Board, to which you would attribute the failure of the system as a mixed system of education, so far as it may be said to have failed in that respect?—It has succeeded beyond my expectations in every instance where it has had a fair trial; but there was a very strong prejudice against it, arising from a great variety and combination of circumstances.

1359. From what quarter did the prejudice and the difficulty to which your Grace adverts mainly arise?—The Protestants, both Presbyterian and of the Established Church, were among the most active opponents of the system at first, with a certain portion, however, of the Roman Catholics; and latterly the case has, rather been reversed; the number of Roman Catholics who are hearty adherents to it has certainly been diminished of late.

1360. You mean diminished comparatively to the others?—Yes.

---

(3) *Extracts from the evidence of the Right Honorable Alexander Macdonnell, Resident Commissioner:—*

1930. *Lord Bishop of Ossory:* Are you in the habit of looking at the Reports of the Church Education Society?—I am occasionally; I do not pretend to know them well. I know there is a very large attendance at their schools.

1931. Do you know that the Church Education Society has attained, notwithstanding its compulsory rule with respect to reading the Scriptures, a vastly greater measure of mixed and united education than the national system has with all its freedom?—I believe that is so.

1932. To what extent do you think the national system has attained that great object (as it has been considered) of united education?—I do not think the national system has attained any great degree of success with regard to united education; that is, united education as understood in the literal sense of Protestant and Roman Catholic children being educated within the same walls.

7.—ATTEMPTS TO PROVIDE FOR AND INTRODUCE GENERAL RELIGIOUS BOOKS, AS A PART OF INSTRUCTION IN THE MIXED SCHOOLS; DISPUTE AMONG THE MEMBERS OF THE NATIONAL BOARD OF COMMISSIONERS; WITHDRAWAL OF ARCHBISHOP WHATELY, BARON GREEN, AND CHIEF JUSTICE BLACKBURNE, FROM THE BOARD.

(1) *Introductory Note by the Chief Superintendent of Education for Upper Canada:*

The Board of Commissioners for National Education in Ireland, as originally constituted in 1831, consisted of seven Commissioners, three of whom were members of the Established Church, two were Roman Catholics, one was a Presbyterian, and one was a Unitarian. So harmonious were the proceedings of the Board, that, during the fifteen years of its existence, a division of its members never occurred, but every part of the organization of the system, and each of the series of books prepared and published by the Board, received the unanimous assent of its members, both Protestant and Roman Catholic. The original object of the system was *united literary and moral, and separate religious* instruction; but within a few months after the appointment of the Board, it occurred to some of its members, and was ultimately agreed to by all of them, and sanctioned by the Government, that a considerable amount of *united religious* instruction might be given in the Schools, such as would be in harmony with the views of all the religious

persuasions concerned. Accordingly, the whole of the school books published and sanctioned by the Board are pervaded with Christian sentiments and motives, and contain an epitome of Scriptural History; and three books of religious instruction were successively prepared and published by the Board, entitled *Scripture Extracts*, *Sacred Poetry*, and *Christian Evidences*. The proof-sheets of each of these books, as they were printed, were sent to each member of the Board, and nothing was retained which was objected to by any of them.

Each successive Annual Report of the Board contained an exposition and vindication of the principles of the system, and explanations, regulations, and decisions such as were required and deemed expedient from time to time. But in the sixth Annual Report, for 1839, appeared an explanatory paragraph, which was embodied as a rule three years afterwards, which, ten years later, gave rise to serious differences in the Board, and led ultimately to such changes in the system as have caused the retirement of the Archbishop of Dublin, Baron Green, and the Right Honorable Francis Blackburne from the Board, and the withdrawment of many Protestants from the system of National Schools.

It is also to be remarked, that, in 1845, the Board was incorporated by Act of Parliament, and its members increased to fifteen—six members of the Established Church, six Roman Catholics, two Presbyterians, and one Unitarian. Since then the proceedings of the Board have been less uniform and less harmonious than before, and it does not now contain one of its original members, who organized, established and matured the system.

The death of Dr. Murray, late Roman Catholic Archbishop of Dublin, and the new infusion of members into the Board, seems to have been a calamity to the system of National Education in Ireland. His successor, Dr. Paul Cullen, has issued successive circulars against the system of mixed schools, has attacked two of the religious books published by the Board,—namely, the Scripture Lessons, first called Scripture Extracts,—Lessons on the Truth of Christianity, first called Christian Evidences. This new opposition from without, strengthened by the statutes of the Council of Thurles in 1850, appear to have had a powerful influence upon some of the members of the Board, when in 1852 proceedings were commenced to exclude the books of Scripture Lessons and on the Truth of Christianity from the Schools, and from the list of books sanctioned by the Board. The first was done by insisting that according to the literal construction of what was called the 8th rule, the objection of a pupil to a book, was sufficient not only to exempt such pupil from reading it, but to exclude such book from being read by any pupil in the school during school hours. The second was done by proposing that the two books in question should be struck off the list of books sanctioned by the Board. A majority of the Board at length agreed to the striking off of these books from the official list and to the new interpretation of the 8th Rule, in consequence of which, on the objection of one pupil in the great Model School of the National Board in Dublin, containing 1100 children, the Scripture Lessons were excluded from the school in which they had been used for nearly 20 years.

On the other hand it was contended that the 8th Rule, which first formed an explanatory paragraph in the Annual Report for 1839, was never intended or understood by the late Right Honorable Mr. Blake (a Roman Catholic member of the Board), who wrote it, nor by the Board for 13 years, to mean any thing more than the exemption of the pupil objecting from the use of the book objected to—that Mr. Blake had written the draft of a letter in 1840, in reply to one from a Mr. Tottenham, interpreting what became the 8th Rule as merely exempting the objecting child from the use of the book objected to, but not preventing its use in the morning and evening exercises of the school—that in cases in which pupils in the great Dublin Model School had objected to read the Scripture Lessons between the years 1840 and 1852, they had been allowed to retire to another room, but the other pupils not objecting had used the books as usual—that it was degrading to the Board to allow the parent of a single child to exclude its books from a whole school, and that it was unjust and absurd that the parent of one child should prevent the children of hundreds of other parents from reading, in a school, books which they approved of. But still a majority of the Board conceded to sanction this extreme application of the 8th Rule, and to exclude the two books in question from the official list of school books sanctioned by the Commissioners. The immediate result was the retirement of Archbishop Whately, Baron Greene, and Chief Justice Blackburne from the Board. But the strong pressure of public opinion, especially from alarmed and indignant Protestants of all classes, soon compelled the rescinding of the 8th Rule, but not until it had caused the exclusion of the religious books in question from the schools, and the retirement of the principal Protestant members of the Board.

As the proceedings of the Irish National Board, in attempting to prepare and introduce into mixed schools books and exercises imparting a certain amount of general religious instruction, and the controversy that arose out of it, are important and instructive to the promoters of education in Upper Canada, the following extracts from the evidence given before the Select Committee of the House of Lords on the subject, will be read with deep interest.]

---

(1) *Extracts from the evidence of Maurice Cross, Esq., Senior Secretary of the Board:*

1. *Earl Granville:* Will you state what appointment you hold under the Board of Education in Ireland?—I am the Senior Secretary to the Board of Education.

2. How long have you held that office?—I was appointed on the 5th of December, 1838.

3. Will you be so good as to state to the Committee any steps that were taken either in Parliament or by the Government, previously to the establishment of

this system; was it preceded by any committees in either of the Houses of Parliament, or by any Commission of Inquiry?—There were several Committees on Education in Ireland. I have read the reports of all of them. I alluded particularly to the first Commission appointed in 1806, and to the fourteen reports made under it; also to the report of the Commissioners of Inquiry in the year 1824–5, and a subsequent report of a Select Committee of the House of Commons in the year 1828, which contains an accurate review of all the previous ones, and contains a series of important resolutions. After that period there was an inquiry by both Houses of Parliament into the national system of education in Ireland, in the year 1837, upon which occasion I was summoned as a witness, though not then officially connected with the Board of Education.

4. Can you state generally what were the recommendations of those different reporting bodies?—According to my recollection of the last report, in the year 1828, before the national system of Education was established, that report recommended a system of combined literary and separate religious instruction. When Lord Stanley published his letter, previously to the introduction of the national system into Ireland, in the first draft of the letter it expressly stated, that the system was to be one of combined literary and separate religious instruction; but in the amended draft of the letter (both drafts are published in the last report of the Commissioners) there is an important passage introduced, which sanctions the Commissioners of Education in Ireland in introducing into their schools, during the hours of combined instruction, books which might contain extracts of a moral and religious nature, including portions of Sacred History.

5. *Earl of Derby:* Is the passage which is marked in the copy of the report now in your hand, the one to which you refer as having been inserted in the amended letter?—It is.

6. Was there any other alteration in the amended letter besides that?—I think there is also a passage with respect to the vesting of schools in trustees, not in the Board.

7. Will you read the passage with respect to the introduction of books containing extracts of a moral and religious nature?—"Although it is not designed to exclude from the list of books for the combined instruction such portions of Sacred History, or of religious or moral teaching, as may be approved of by the Board, it is to be understood that this is by no means intended to convey a perfect and sufficient religious education, or to supersede the necessity of separate religious instruction on the day set apart for that purpose." That is the passage to which I alluded.

8. *Earl Granville*: Can you state the date of that alteration of the letter?—No, I cannot state the precise day of the month; it must have been about the same time as the first letter. The first letter is dated October. The second must have been written immediately afterwards.

9. *Earl of Desart*: Do you remember what was the reason of the alteration?

—I do. A document which I have brought here to-day, and which, with your Lordships' permission, I will read, may afford some explanation of it. Whether the paragraph in question was introduced in consequence of what I am about to state, or whether its being there led to the introduction of certain religious books, is a question which I am unable precisely to answer. On the formation of the Board, as I am informed (for I was not then connected with the Board), a conversation took place upon the subject of the class of books to which this paragraph refers. It is stated by the Rev. James Carlile, who was then resident Commissioner, that a conversation took place at the Castle upon this subject. The Archbishop of Dublin was present; and it was pressed upon Lord Stanley at that time, that the Commissioners would prefer that they should have permission to introduce books to be used, during the hours of combined instruction, which, though of a religious character, were not calculated, as it was supposed, to offend or to interfere with the conscientious scruples of any religious denomination. Lord Stanley gave permission that such books might be published, if the Commissioners were unanimous in their opinion that it would be desirable to introduce them. It will, perhaps, be satisfactory if I read the latest document upon that subject, written by the Rev. James Carlile, who was then resident Commissioner. I have brought it with me; it was published a few weeks ago. There is also a paragraph in the Archbishop of Dublin's address to his Clergy relative to the recent proceedings of the Board, which your Lordships will find confirms, in all essential points, the statement contained in the Rev. Dr. Carlile's letter.

10. *Earl of Derby*: Mr. Carlile, I believe, was a Presbyterian?—He was a Presbyterian, and became resident Commissioner soon after the formation of the Board.

11 *Earl Granville:* Will you read the two documents to which you have alluded?—The letter of the Rev. Dr. Carlile, which I am about to read, is addressed to the editor of the *Times.* It was published in consequence of the disagreement amongst the present Commissioners of National Education, which has unhappily terminated in the withdrawal of the Archbishop of Dublin and two other Protestant members of the Board: "Sir,—One of the original Commissioners of the National Education in Ireland claims the indulgence of making a few remarks, through your columns, respecting those topics connected with that institution which have been recently occupying your attention. The system proposed in Lord Stanley's letter was certainly what it has been defined to be, in some of the Roman Catholic prints—a system of united secular and separate religious instruction. But, before the Board was established, at a meeting of the proposed Commissioners, held in the Castle of Dublin, a question was put by one of them, whether, if the Commissioners were agreed, any amount of religious instruction iutroduced into the secular or common instruction would be permitted by Government. A good deal of friendly discussion followed, which was summed up and closed by Lord Stanley saying, that whatever the Commissioners were unanimous upon, Government would not object to. This concession considerably altered the original proposed system, and rendered it, instead of being a rigid system of ex-

clusion of all religion from the deliberations of the Board, and the common education of the people, an experiment how far Roman Catholics and Protestants could proceed together with perfect unanimity in introducing scriptural light among the population generally—an experiment, considering what the state of Ireland had been for centuries, perhaps the most interesting and important, but at the same time the most delicate and difficult that was ever entrusted to any Commission; and it would have required much more of the sympathy of the country than we enjoyed to enable us to attain to any very great and commanding success. My impression is, that the most respectable Roman Catholics of that day were disposed to lay aside their hostile feelings, and to co-operate with their Protestant fellow-countrymen as far as was at all consistent with the principles of their Church. I need not remind you of the spirit in which Protestants, north and south, received these overtures of peace. The solution of the problem thus placed before the Commissioners fell chiefly to me, simply because I was the only one of them who could give time and labour to it, and to the superintendence of the details of the business of the Board; the secretary's hands were almost instantaneously filled with the correspondence, which immediately became extremely voluminous. The only mode of introducing religious instruction into the common education was by means of the books provided for it. Having no books of our own to commence with, we examined and sanctioned several series of school-books—some after a certain amount of expurgation; among others, a series was submitted to us by a Roman Catholic institution, under the patronage of the prelates of that Church. These books,—to the credit of Roman Catholics be it said,—contained a larger portion of religious instruction of a kind altogether unobjectionable to Protestants than any school-books I had met with; and after the alteration of a single page, and of some insulated expressions, these books received the sanction of the Board. I immediately availed myself of these books as an indication of the amount and nature of religious instruction which Roman Catholics wished to have intermixed with secular instruction; and in superintending the compiling of books for the Board, I kept these Roman Catholic books in view, introducing into the Board's books a large amount of religious instruction, but intermixed with a much larger amouut of secular information than the Roman Catholic books contained. While the Board's books were in preparation, the accuracy of my estimate of the wishes of Roman Catholics was tested, by having every half-sheet put into the hands of the Commissioners, and receiving their approbation and signature previous to its being sent to press. In regard to the Scripture lessons, before the Board was constituted, I called on all the proposed Commissioners to ascertain how far they would be disposed to sanction such a book. I found Dr. Murray, the Roman Catholic Archbishop of Dublin, not only willing but anxious for the introduction of such a compilation. He, however, made three stipulations: first, that it should not be extracted exclusively from the authorized version, but that he would willingly receive such a book of Scripture Lessons drawn from the two versions, or translated directly from the original languages; secondly, that it should not be in form of chapter and verse, but of school lessons; and, thirdly, that he would require notes, not, however, theological or controversial notes, but notes relating to history, chronology, geography, or other kindred subjects. To none of these stipulations could I object. I found the Archbishop

of Dublin had his difficulties on the subject, the chief of which was, that our opponents would say that these extracts were the only religious instruction that we intended to give, and that it was imperfect, garbled, and mutilated; which prognostic was abundantly verified. I, however, had the pleasure of satisfying him on that and other points; and he afterwards most cordially and zealously co-operated in the compilation of the extracts—no book that we could find fulfilling the stipulations of Dr. Murray. I drew up a half-sheet of lessons from the beginning of Genesis, had it put into type, and laid before the Board. I found that it gave general satisfaction, and was signed by all the Commissioners; thus I went on with half-sheet after half-sheet, each one of which was regularly placed in the Commissioners' hands, and left with them for a fortnight, and they were understood to approve of it, if they made no objection. But with regard to the two Archbishops, no half-sheet was ever put to press without their express authority. Now, what I wish particularly to point the attention of the public to is, that there was no attempt at proselytism in all this. These Scripture lessons were prepared, not only with the assent, but at the express wish of Dr. Murray and the other Roman Catholic members of the Board, for the very purpose of being used in the common instruction; and every half-sheet was signed by Dr. Murray with that view, except a few when he was from home, which were signed by a clergyman authorized by him to do so. In truth, we were more violently accused by Protestants of attempting to proselyte the Protestant population over to Roman Catholic principles, by offering to them what they were pleased to call a mutilated Bible, than we were by Roman Catholics. When these extracts were first introduced, they were generally received by schools under Roman Catholic patronage. I made a tour of inspection of the schools in the South and West towards the end of 1836, and I found them in use in all the most respectable schools, in all, the teachers of which had received any training in Dublin; and uniformly in the nuns' schools. A change, however, gradually took place in the minds of many of the Roman Catholic clergy respecting the use of these books—I believe, in consequence of the violent attacks made upon them and upon Dr. Murray by Dr. M'Hale, of Tuam—so that I believe they have been latterly withdrawn from most of the schools under Roman Catholic patronage. It does not, however, follow that no religious knowledge is communicated during the hours of common instruction; there still remains a great amount of such knowledge embodied in the ordinary reading books. You may infer from the above details, that in my view of the subject there never could legitimately be any dispute among the Commissioners on the subject of religion; if any topic were introduced connected with separate religious instruction, the Board, as such, could take no cognizance of it, except so far as to see that time and accommodation were provided for those empowered by the parents of the pupils to communicate it. If the topic were connected with the instruction given in common, then we were required to be perfectly unanimous respecting anything of a religious element introduced into it; our only appeal on such topics was to be to the good and liberal feelings of one another. If at any time Dr. Murray sanctioned anything which he afterwards wished to withdraw, which happened, perhaps, in one or two instances, he was at once permitted to do so without any animadversion; and so I conceive, if the Roman Catholic members see fit to with-

draw their sanction from anything of a religious nature, such, for example, as the Book of Evidences, or the Scripture Extracts, the Protestant members may regret the change that induces the Roman Catholics to do so, and perhaps reason with them; but if the Roman Catholic members persevere, they have, in my view, nothing to do but to yield. Had I been connected with the Board when these recent controversies were taking place, I would have done my utmost to persuade his Grace the Archbishop to give up those points at once (unless, indeed, he convinced me that he was right in insisting upon them), and so preserving, what of all things was the most important for success, the perfect good temper and good feeling of the members of the Board of different denominations towards one another; and, perhaps, some opportunity might arise of attaining the same object, or something better, in another way. During the seven years that I had the management of the details of the Board's business, we never came to a division; and the extent to which we succeeded in cordially uniting in the introduction of the most important of all knowledge among the pupils of the schools was unexpected and surprising to ourselves, as, I believe, it was to the public at large.

(Signed,) "JAMES CARLILE,
"No. 2, West Brixton."

12. *Lord Monteagle of Brandon:* You stated that you were familiar with the proceedings of the Commission of Inquiry in 1825. Are you not aware that in an Appendix to the Report of that Commission, the same principle which was afterwards applied to the national schools had been embodied in the actual preparation of Scripture extracts of the same character?—I am aware of that fact. I was reading, only very recently, the reports referred to.

13. Are you aware that those extracts of Gospel history were prepared by Mr. Blake, then a Commissioner, and himself a Roman Catholic?—Yes. The objections to those extracts were made principally by the Protestant clergy, especially, if I recollect rightly, by the Protestant Primate of Ireland.

14. *Earl of Desart:* Do you remember a compilation made in 1828, of Scripture lessons, and submitted to the then Commissioners, and objected to by Dr. Murray?—I recollect a compilation from the Scriptures, which was prepared, I think, about that period, and published in Dublin, and which had the approval of Dr. Troy, who was then the Roman Catholic Archbishop of Dublin.

15. Did not Dr. Murray object to it, as being taken exclusively from the Protestant translation?—Yes; I believe on the ground that it was taken from one version only. The compilation to which I now refer is mentioned in one of the Education Reports—I think it is the Report of 1827. It was a work then used in the schools of the Kildare Street Society.

16. Will you now read the extracts to which you have referred from the Address of the Archbishop of Dublin?—These extracts are contained in an "Address to the Clergy of the Dioceses of Dublin and Glandalagh and Kildare, on the recent changes in the system of Irish National Education," by Archbishop Whately. I have marked these extracts because they bear immediately upon the

subject of Dr. Carlile's letter: "When the Education Board was originally established, it was at first a matter of doubt whether anything more could be accomplished than simply to provide a joint education, purely secular, leaving all instruction, in any way connected with religion, to the care of the pastors of the several denominations. And it was judged, that even teaching the children of the poor to read and write, only securing them from seditious and positively immoral books, would be a great advance beyond the existing hedge-schools, in which the few children who did obtain the first rudiments of learning received them too often blended with much that was absolutely corrupting. But some of the Commissioners suggested, and the suggestion was adopted by the rest, and sanctioned by Government, that it would be possible to introduce into the education such portions of sacred history and of Christian instruction as might involve no matter of controversy among Christians. Complete religious instruction, indeed, it was plain could not be imparted in common to those of different persuasions. But it was suggested that, as there are some points on which all Christians are agreed, it would be desirable that in these the children should be instructed together, leaving a fuller religious instruction to be supplied to them separately, in conformity with the will of their parents. Accordingly, a brief summary of sacred history was introduced into the 'Reading Books' provided by the Board; and, in addition to this, the Scripture lessons, comprising a large portion both of the Old Testament and of the New Testament, were drawn up. It was thought best, that the portions of Scripture selected (containing the chief part of the early historical books of the Old Testament, the Gospel of Luke, and the Book of Acts), should not be taken exclusively either from the authorized version of our Church or from the Douay version, but partly from each, where the one or the other seemed preferable; and partly varying from both, where a new translation was called for. And to each lesson were appended questions which the teacher was to ask the children, and to which he was to confine himself. This we considered as highly important; because, on the one hand, if children are not examined at all as to the sense of what they have been reading, the words will often fail to make any impression on the understanding; and, on the other hand, it would evidently be very rash to leave the questioning of the learners entirely to the discretion of an ordinary schoolmaster or mistress, who might often, without any ill design, ask very ill-judged and improper questions." "Subsequently, however, these Scripture lessons were so far approved by many of those who had originally denounced them as corrupt and mischievous, that they recommended that the use of them should be made indispensable. This, however, I, in common with the other Commissioners, always resisted. We did not think it right to enforce on any patron of a school the use of any book he might not approve; and with respect to these Scripture lessons, and also to a book of sacred poetry, and lessons on the Truth of Christianity, we did not allow any child, whose parents had a conscientious objection, to be compelled to attend the reading of them."

17. *Earl of Derby:* With regard to those books, the preparation of which you have described, was not the original announcement of the Commissioners to this effect: that although they did not enforce them upon the patrons of any school,

they strongly recommended them to be used in the schools during the hours of combined instruction?—A statement to that effect was published in the prefaces to these books when they were first published, and those prefaces still remain, with the exception, I think, of one.

18. Have you any recollection when it was that any alteration took place in the announcement of the view of the Commissioners with regard to that recommendation?—The first new rule introduced with regard to the use of the Scripture lessons was the 8th, which stated that if the parents of any children objected, they must then be read only during the hours of separate religious instruction.

19. Will you state when that 8th rule was introduced?—It was first published in the Sixth Report of the Commissioners for 1839. It then appeared merely as a paragraph in that Report, which was sent round to the Commissioners of Education for their sanction, and I presume was well considered before it finally passed the Board; but there was no discussion at the Board, so far as I can remember, with reference to that particular passage. It was adopted as forming a part of the Report. The Report was not published till 1840; it will be found in the Report for 1839, page 149.

20. In the letter of the Rev. Dr. Carlile, which you have read, he states that for the space of about seven years after the introduction of the system, the Scripture lessons were read in almost all the respectable schools in the south and west of Ireland, even in the nuns' schools; and that their general introduction had been carried to an extent beyond the Commissioners' most sanguine expectations?—There is no doubt of the truth of that statement.

21. And you have stated that in this state of things an alteration took place in the year 1839?—I am not aware that, previously to 1839, there had been objections to any extent, at least, except by the Protestant and Presbyterian clergy, with reference to those books. There were many persons on both sides, Protestant and Roman Catholics, who objected to the Scripture Extracts; but up to 1839 there is no doubt that they were very extensively used in the national schools in Ireland, particularly in the Roman Catholic schools.

22. In the combined education?—In the hours for combined instruction.

23. Exclusively of the religious education, which was also provided for by the original system of the Board?—Certainly. If your Lordships will refer to the Report of the Committee in the year 1837, and particularly to the evidence of Mr. Blake, a Roman Catholic Commissioner, and of the Rev. James Carlile, you will here see the great importance attached to the use of those books; you will perceive, also, statements bearing out what I have mentioned, as to the extent to which those books were used in the national schools, and especially in those under the management of Roman Catholic patrons. They were not used so generally in the Presbyterian schools, or in those of the Established Church, for the very obvious reason, that in those schools the Scriptures themselves were read.

24. *Lord Monteagle of Brandon:* Will you read the 8th rule to which you have referred?—The first notice of that particular rule is contained in the report now before me; it was some time afterwards before it was embodied in the rules of the Board; it originally appeared (as I have already stated) at page 149 of the 6th Report for 1839, published in 1840, paragraph 25: "We should also state that we by no means insist on having the Scripture Extracts, published by our authority, read in any of the national schools, nor would we allow them to be read during the time of secular or literary instruction in any school attended by any children whose parents or guardians objected to them; in such case we should prohibit the use of them except at the times of religious instruction, when the parties giving it might use them or not as they should think proper."

31. *Earl of Desart:* Might not the rule be interpreted as saying that the child itself should have leave to withdraw, and not that the book should be excluded?—The rule goes to this length, that if any child objects, the book cannot be used except during the hours of special religious instruction. A vast majority of the national schools are under Roman Catholic clergymen; it would be only necessary for one child to object, and the book is excluded; and if the Roman Catholic clergy were generally opposed to the book, it would not then be used even during the hours of separate religious instruction.

32. *Earl of Harrowby:* Do you know who drew up that paragraph in the Sixth Report?—I have no doubt that Mr. Blake was the writer of it, for he prepared the Report for 1839.

33. *Earl Granville:* Will you state the date when it became a rule, and also the words of the rule?—It first appears as a rule of the Commissioners in the Report for 1843, which was not published till 1844. Previously to the publication of the Report in 1843, a committee of the Board was appointed to examine the rules; they sat several days, and took into consideration every rule *seriatim;* no discussion took place at the committee with reference to that particular rule.

34. *Lord Monteagle of Brandon:* Who were present?—I cannot recollect the names of all the members who were present; but I distinctly remember that Mr. Blake was one. The Archbishop of Dublin was not; he seldom or never attended committees.

35. *Viscount Hutchinson:* Will your records enable you to state who were present at the committee upon that occasion?—Probably the minutes of the Board will enable me to give this information. During the discussion which took place on that committee, this particular rule, which was then for the first time embodied in the general code of regulations, did not come under special consideration; nor do I recollect that there was any discussion upon it. The rule was inserted as a matter of course. The rules, as then revised, passed the Board, and were printed. The following are the words in which that rule is expressed; it will be found at paragraph 10, page 243: "The Commissioners

do not insist on the Scripture Lessons, Lessons on the Truth of Christianity, or Book of Sacred Poetry, being read in any of the national schools, nor do they allow them to be read during the time of secular or literary instruction in any school attended by children whose parents or guardians object to their being so read. In such case the Commissioners prohibit the use of them except at the times of religious instruction, when the persons giving it may use these books or not as they think proper."

87. *Lord Bishop of Ossory:* Under that rule, could it not be used during the hour or half-hour appropriated to religious instruction at the beginning or end of each day?—There was no such rule in existence at that time. There were two divisions of time; one for combined instruction and the other for separate religious instruction. The change alluded to in the question is of a much more recent date. After the investigation of 1837, the regulation of having religious instruction only before and after school hours ceased; the patrons were permitted to have the reading of the Scriptures during any intermediate hour of the day under certain restrictions. The original rule was, that separate religious instruction should be given on one day or part of a day. Then after a certain period that rule was modified, and religious instruction might be given at any period, provided it did not interfere with the general instruction of the school. The consequence of that is, that religious instruction may be given in various ways; it may be given on one day or a part of a day, or it may be given at a separate hour on any day, provided it does not interfere with the general instruction.

68. *Lord Ardrossan*. After the passing of that resolution, which became afterwards the 8th Rule, were there any changes or modifications of the custom of reading religious books previously to the resolutions of the Board in the last year?--No; the rule remained on the official records, just as I have stated.

69. Was there not an answer given to Mr. Tottenham in 1840, which involved some, and not a very slight change in the custom?—The letter to Mr. Tottenham is published in a Return to an Order of the House of Commons. That letter your Lordships have before you, and an important letter it was: It is as follows:

Copy of a Letter from N. L. Tottenham, Esq., relative to the right of Patrons of National Schools to enforce the reading of the Scripture Extracts and Book of Sacred Poetry.

Glenfarn Hall, Enniskillen, 27th August, 1840.

GENTLEMEN,—In the two National Schools of Loughries and Kiltyclogher, established on my estate, the Roman Catholic priest has desired the teachers not to allow your *Scripture Extracts* or *Sacred Poetry* to be read. This has not met my approval, as I wish to insist on both being read. I wish, therefore, to know from you how I am to act, as I would wish to enforce the reading of both, and to exclude any children from the school who will not read the books authorized by your Board,

as you are as well aware as me that a mere secular education, without attending to the moral one also, is worse than none at all. Requesting your answer,

I have the honor to remain,
Your obedient servant,
(Signed,) N. L. TOTTENHAM.

To the Secretary, Board of Education.

Copy of Reply from the Secretaries to the Board of National Education, to the foregoing Letter from Mr. Tottenham.

Education Office, 7th September, 1840.

SIR,—We have laid before the Commissioners of Education your letter of the 27th ultimo, respecting the use of the *Scripture Extracts* and *Sacred Poetry* in the National Schools on your estate.

In reply, we are directed to state, that the Commissioners do not insist on having the *Scripture Extracts* or *Sacred Poetry* read by any children whose parents or guardians object to them; nor can they sanction any compulsion for the purpose. But the patrons of any School, who think proper, may have them read on the opening, or immediately before the closing of the School, provided no children shall be required then to attend against the will of their parents or guardians.

We have the honour to be, Sir,
Your very obedient servants,
(Signed,) M. CROSS,
H. DOWDALL,
Joint Secretaries.

N. L. Tottenham, Esq., Glenfarn Hall, Enniskillen.

70. Do you consider that it involved a change in the system?—I will state what it did: It gave permission to the patron to use the Scripture Lessons (even though they had been objected to by the parent of any child), during the first or closing hours of the ordinary school hours, provided that no child was compelled to remain against the will of its parent. That rule, as it is there explained, conveys the exact meaning attached to it by the Archbishop of Dublin, by Mr. Blake and Mr. Corballis. The two latter were Roman Catholic Commissioners of the Board present when that letter was ordered to be written. That was the meaning they attached to the 8th Rule, the literal acceptation of which, as I have already stated, conveys a very different one.

71. Do you then consider that the literal interpretation of the 8th Rule was never given to it till it was given to it by the resolution of the Board in the last year?—It never was acted upon; no case arose. There was one case, as I have stated, in the model school, in which there was an objection on the part of a

child to his reading those Scripture Lessons; and if the rule had been then taken in the literal acceptation I have mentioned, none of the children could have been permitted to read those lessons, except during the hours of special religious instruction. In that particular case, however, the child was merely desired to remove from the room, and, therefore, there was no interruption to the general reading by others. I do not know any other case than that. The letter I have spoken of, in answer to Mr. Tottenham, conveys an explanation of the rule, which is perfectly in accordance with what the Archbishop of Dublin stated to be the spirit of the whole system. His Grace never contemplated that the rule should prevent others from reading the Scripture Lessons on the objection of any one child. Only three Commissioners were present when Mr. Tottenham's letter was read before the Board: they were the Archbishop of Dublin, Mr. Corballis, and Mr. Blake. This letter is important, as showing the meaning which Mr. Blake, the original framer of the rule, attached to it, though the words convey a different meaning. The Archbishop of Dublin has always declared that he never understood the Rule 8 to bear the construction put upon it by some of the other Commissioners.

77. But you have stated that the draft of the answer to Mr. Tottenham upon that occasion was in Mr. Blake's own handwriting?—On referring to the original letter which I have, I found that the answer was written by Mr. Blake, and it is still preserved amongst the records of the office.

---

(2) *Extracts from the evidence of the Right Hon. Chief Justice Blackburne:*

861. *Earl Granville:* Will you be so good as to state what offices you have held under the Crown?—I was twice Attorney-general for Ireland, first in the year 1831 to the year 1835; then in the years 1841 and 1842; in 1842 I was appointed Master of the Rolls; in January 1846 I was appointed Chief Justice; and in March, 1852, Lord Chancellor of Ireland.

862. Will you be so good as to state to the Committee at what time you joined the Education Commission?—I think in April 1852.

863. And you left it last year?—In July last year.

864. *Lord Ardrossan:* Had you generally approved of the system previously to joining the Board?—I had.

865. Should you have approved of it without its combined religious element?—Certainly not.

916. Will you state the precise reasons which caused you to leave the Board?—I joined the Board under the conviction that it would afford a large

and valuable amount of religious combined with secular instruction. That was my reason for joining the Board, and it was my justification with many who required a reason for it; but having done so, when there was subtracted from that course of religious instruction a most substantial and valuable part, I consider that faith was broken with me, and that I ought no longer, either with consistency or regard to my own character, to remain a member of the Board.

922. *Earl of Harrowby:* In an early part of your evidence you stated, that upon joining the Board, you had an impression that the 8th Rule had uniformly received one interpretation?—I did not mean to say that it was immediately upon my joining the Board that I received that impression, but from the time that it became the subject of inquiry. I did not, till the occasion to which I have referred, suspect that the rule had any other construction than the simple exemption of any child that objected to the reading of the books.

923. Had you an impression that the question had been raised and decided?—Never; I never had the least idea that there had been any controversy about it.

924. You were understood to say that there had been a uniform interpretation put upon the 8th Rule to that effect?—In every instance in which the question had been raised, it had received the same construction. In the year 1853, even pending this discussion, it will be found amongst the papers that an answer was given by the Board, affirming the construction which I think the rule bears; that occurred even during this very discussion.

926. *Lord Monteagle of Brandon:* The effect of having those books upon the list, and of also having the 8th Rule unaltered, would have been, that though they stood upon the list, the single veto of a single child in any school would have had the practical effect of excluding those books from the whole of the schools?—According to his, Master Murphy's (Master in Chancery), views of the interpretation of it.

927. *Earl of Harrowby:* I understand you to say that the only distinct interpretation that you know of that has ever been put upon the 8th Rule by the Board was in the case of Mr. Tottenham, and in a letter in the year 1853?—Yes.

928. *Lord Bishop of Ossory:* In page 49 of the second edition of the Archbishop's Address, is there not an extract from the minutes of the Board giving an interpretation of the rule?—Yes; I now see it; that is September, 1842; I am not sure that I have seen this before.

929. Is it not confirmatory of that interpretation?—It is. From all the inquiry I made I never had the slightest suspicion, till the time the question arose, that the rule had ever been acted upon so as to give that effect to the veto that is contended for.

930. *Earl of Harrowby:* By subsequent inquiry, what do you understand to have been the practice under the rule?—I am perfectly satisfied that, if a parent ever objected to the use of any book, it had simply the effect of excusing his child from reading it.

975. *Viscount Clancarty*: I understood you to say, that any system which did not combine religious with secular instruction would not have your approbation? —Yes.

976. If you found that in the great majority of the national schools in Ireland there was not such a system of combined religious and secular teaching for the children, would you consider that system objectionable?—I do not say that that principle must, under no circumstances be departed from; it might be absolutely necessary, in some cases, to make an exception. Education is a benefit and blessing in itself, and you may not be able, in all cases, to effect combined education; but I think it most desirable, in a system of popular education, as far as possible, to give joint education in matters of religion. I think it tends to promote habits of harmony and good feeling and good-will in the period of youth, when impressions are often indelibly made.

---

(3) *Extracts from the evidence of the Most Rev. Richard Whately, D. D., Lord Archbishop of Dublin:*

1064. *Earl Granville*: I believe your Grace was one of the original members of the Board of Education in Ireland?—I was.

1065. You resigned your seat at the Board last year?—I ceased to be a Commissioner last year. I do not like to use the word "resigned."

1066. *Lord Ardrossan*: Have you taken a very warm interest in the system from the commencement?—From the very commencement I have. It was proposed to me first in the month of November after my appointment, and I laboured to make myself fully master of the system and of the circumstances that might affect the carrying of it out, and I laboured most assiduously ever after. I was not merely an attendant at the weekly meetings of the Board, but I was in the course of the week a very frequent attendant at the model schools, and conferred with the other Commissioners in private, and with the Inspectors and schoolmasters and other officers that were concerned in carrying on the system. So that in fact I devoted a great deal more time and attention to it than merely as an attendant at the ordinary weekly meetings of the Board. I have taken the liberty of mentioning that circumstance for this reason, that there was a pamphlet brought out some years afterwards by a person, who stated distinctly that Provost Sadleir and myself seldom or never attended the meetings of the Board, and knew nothing of what was going on, but merely signed, without examination, any papers

that were put before us, which was a statement that perhaps he might not have known to be untrue, but if he had made the slightest inquiry he might have ascertained that it was the very reverse of the truth.

1067. Will you be kind enough to state to the Committee how the combined religions instruction was first engrafted on the system?—It was at a very early meeting of the Commissioners, at which it was suggested by some of them, a suggestion immediately adopted by the others, that it would be a thing most unacceptable, and indeed almost impossible to be carried on, to ignore altogether everything connected with religion; that it would be possible to have an *anti*-religious system; that is to say, we might have just such an education in reference to Christianity as we are accustomed always to give, in reference to the heathen religions, to all young gentlemen who have a classical education. We teach them, and we could not avoid teaching them, that there were such beings worshipped as Jupiter and Neptune. We teach them that all this heathen mythology which they are obliged to learn, in order to understand the history and geography of ancient nations, was all a delusion, all untrue and unworthy of attention, except for the sake of elucidating the authors which they are reading. For it would be impossible to give a young man what is called a classical education, and to ignore altogether the existence of any such thing as the heathen mythology. And we agreed accordingly that, though it would be possible to give an anti-religious education, and to teach that Christianity and Mahommedanism and Paganism are all systems of delusion, it would be impossible to ignore (as the modern phrase is) all reference to religion, unless we were contented with simply teaching the children to read and write, which might be done out of Æsop's Fables. Accordingly, it was suggested that the plan should be so far modified, that everything which could be agreed upon by the Commissioners as being something unexceptionable for Christians of all denominations, should be introduced in the various lessons on history and geography, and in whatever other ways might seem most suitable. And in addition to this, Dr. Carlile, who was one of the original Commissioners, suggested that a considerable portion of Scripture might be introduced, not enforced but recommended by the Commissioners, by framing a new version, that should not adhere rigidly either to the authorized version or to the Douay, respecting which there was a great deal of party spirit and controversy afloat. This was also acceded to by Archbishop Murray, and by all the other Roman Catholic as well as Protestant Commissioners. And accordingly he, with the assistance of some of the other Commissioners, prepared those Lessons from the Scriptures that were published by the Board. But although the reading of those Scripture Lessons was never made compulsory, that is, no patron was allowed to compel children to read them if the parents objected, the Reading Books (as they were called) of the Board contained a great deal of Scripture History, and frequent allusions to Christianity, and a proper admixture of religious motives addressed to Christians as such in all the moral lessons given; and those books the patron of any school may *require* the children who attend the school to read.

1071. How far did you consider that this combined system of religious instruction succeeded?—It succeeded beyond my expectations in every instance

that I know of in which it had a fair trial. There was a great deal of opposition to it, and many schools were conducted on such a plan as to exclude as much as possible of it; but in every national school, even if they did not use the Scripture Lessons, and the Lessons on the Truth of Christianity, yet in the Reading Books they had a very large portion of religious instruction. For the greater part of the outline of Scripture History is contained in the lessons in the Reading Books, which every patron may *require* his children to use. In fact, I do not see, and I never could see, how it would have been possible to give any knowledge of ancient history to children, ignoring altogether the most ancient history of all. I should mention, in reference to your Lordship's last question, with reference to combined religious instruction, that there may be said to have been three classes of instruction contemplated; one consisting of the instruction which every patron may require his children to receive in the school he conducts; that is, he may require them all to make use of the Reading Books. The second, that which was provided by the Commissioners for combined religious instruction, but at which no children were required to be present whose parents disapproved of it: that second branch comprehends the Scripture Lessons, the Sacred Poetry, and the Lessons on the Truth of Christianity. The third branch consists of what is properly called separate religious instruction, that is to say, instruction which is not provided by the Commissioners, and in which they have no voice as a Board, but as to which they are merely required to provide that there shall be space, opportunity, and full liberty allowed for the children to receive it in the principles of their own respective Churches, and that has always been designated *separate* religious instruction. And I beg leave, in reference to that subject, to correct an error which the last report has fallen into, in reference to the rule which requires that when the parents of any child object to the use of the Scripture Lessons, the Sacred Poetry, and the Lessons on the Truth of Christianity, those shall be reserved for the hours of religious instruction; meaning that a particular time shall be set apart at the beginning or the end of the school hours, at which time any child whose parents object may conveniently withdraw. Now, in the last report of the Commissioners, they have inserted the word "separate," which was not in the original rule. It was never intended for separate religious instruction in the sense in which we have always used that word, and we avoided the word "separate" for that reason, to show that it was not so intended.

1083. *Lord Ardrossan*: But in conseqnence of the final settlement of that question, you felt it necessary to retire from the Board?—I did; not on account of the intrinsic importance of this or that particular book, but because I conceived that when a principle had been departed from, there was no saying what steps might be taken next. I felt that all firm reliance on the Board must be at an end, if it was understood that they might make such a use of their power as not only to disappoint the expectations which they themselves had raised and encouraged, but also to let it be understood that the irregular acts of Inspectors and other officers of the Board, done without the sanction of the Commissioners, might

afterwards be ratified by them; so that there seemed to be thus an unlimited opening made to such departures from principle that no one could see the end of them.

1101. Do you think that the Board has a right to expunge from their list the religious books which constitute a principle of the system?—If they had exchanged any book for another occupying its place, and relating to the same branch of education, I do not think there would have been anything objectionable in it; but I should say, most emphatically, that the Board had not a right to expunge from their list the religious books, because it was upon the ground of the religious character of the system, as far as the common principles of religion exist among different denominations of Christians—it was upon that ground, most especially, that the system was recommended in opposition to those who represented it as a godless and unchristian system. I have before me a pamphlet, which, I believe, your Lordships have had mentioned on a former examination; it is an account of the opening of the district model school in Newry, in which the Roman Catholic Bishop mentions the system; he says, "I will now, my Lord, with your permission, apply what I have said to the national system of education. That system, my Lord, provides—First. The great desideratum, a good moral education for the whole community, supplying excellent class books, excellent teachers, and excellent Inspectors. Secondly. It invites all the youth of the whole country into its schools. Thirdly. It takes care that the great principles of morality and religion, which are suggested by the law of natnre, and are admitted by all Christians of every denomination in Ireland, shall be diligently inculcated in its books, and by its teachers: and, Fourthly. It insists on having perfect liberty of conscience established in its schools as to those particular tenets on which a difference of opinion is found to exist."

1102. Do you think that a great many persons were induced to join and to concur in the system, on account of there being some combined religious instruction given in the schools?—I may state, most emphatically, not as a matter of opinion, but as a matter of fact, that that has been the case very frequently to my knowledge. I have known some who, by the representations that have been given of the system as one essentially irreligious, have been opposed to it; and when, upon further inquiry, they found that this amount of religious instruction was given, and might be given, they changed their opinions of the procedure, and gave in their adhesion, and placed schools under the Board.

1211. *Lord Bishop of Ossory*: What is your Grace's interpretation of that rule?—The intention of it was simply this: the rule was carelessly and inaccurately worded undoubtedly, and it was for a long time urged by the opponents of the system that it was in the power of any single child to exclude a book altogether from use in the school if he objected to it. The Commissioners always replied, that no such thing was ever intended, and that no such thing had ever been done. Several cases had occured in which, through the inaccurate wording of the rule, doubts had been entertained or had been feigned (I do not know

which), whether an objection of a single child was or was not to exclude a book from the whole school; and in every instance in which application was made to us, we always, it appears from documents entered in our minutes, in every instance replied that no such thing was designed, but merely that any particular child who objected was not to be compelled to read the book, and that the arrangements for the times of reading were to be such, that it was not to interfere with the secular instruction.

---

(4) *Extracts from the evidence of the Very Rev. Dean Meyler, D.D.:*

2077. *Lord Granville:* You are a member of the Board of National Education in Ireland?—I am.

2078. When did you first enter it?—In 1851.

2079. *Lord Ardrossan*: Have you made yourself fully aware of all the proceedings which took place in regard to the introduction of the combined religious element into the system?—I think I have pretty well. In Archbishop Murray's time, before I became a member of the Board, I did not attend to it much; I had confidence in him; but after I became a member, I looked into it very closely.

2080. Do you approve of that combined religious element in the system?—Exceedingly; nothing could be better for the country, or more essential in every respect; supposing always perfect liberty and perfect non-interference in all religious matters.

2081. Do you approve of the three books which constitute the combined religious education, the Lessons on the Truth of Christianity, the Scripture Lessons, and the Book of Sacred Poetry?—I certainly do not. I approve highly of the Scripture Extracts being read, under proper guidance, and when put into proper hands; but the Lessons on the Truth of Christianity I entirely object to.

2095. You voted for the expulsion of the book I have just alluded to from the list of books sanctioned by the Board?—On the late occasion I did.

2098. Were the Scripture Lessons very much read in the Marlborough-street schools previously to the late division of the Board?—I suspect, as far as I could judge, that they were generally read in the Marlborough-stree school.

2089. Can you account for all the Roman Catholic children suddenly objecting to read the books in question, after having read them without objection for 20 years?—At the commencement, when the Scripture Lessons were proposed and made a part of the system of the Board, they were generally read.

2108. Do you think the disapproval of those books by Archbishop Cullen

and by the Roman Catholic hierarchy of Ireland generally, would have great influence in inducing the parents of the Roman Catholic children to object to the reading of those books?—I am quite sure of it.

2109. Do you think in all probability that was the reason of so many of the Roman Catholic children objecting to read those books, if I am right in the supposition that they did so?—I think it is very likely that what I just now alluded to, with regard to the Scripture Lessons being discontinued in the Marlborough Street school, may have been owing to some interference on the part of Dr. Cullen; it was as a passing momentary thing that I heard of it; I did not inquire respecting it at all.

2110. Have you ever heard any disapproval expressed on the part of the Roman Catholics, or have you expressed any yourself, to the religious element contained in the ordinary secular books of instruction of the Board?—No; in my opinion it is very important to have it there. There may have been a loose word here and there admitted into the books, and some gentlemen may desire to have it changed; and I am aware that certain changes have taken place, when objected to on proper grounds; but as to the principle of having this religious instruction in the books of education, I think it is very important, and no objection can be made to it whatsoever, as they are as remote as possible from all contested doctrines or opinions.

2136. *Earl of Desart:* Will you give the Committee your opinion whether you think the system of separate grants would in general be congenial to the feelings of Roman Catholics in Ireland?—I should be very sorry to see it; it is very likely that the feelings of many might be in favour of having it; I do not know.

2138. You think a system of separation, involving the absence of all mutual sympathy from the earliest youth, would have a tendency to confirm the mistrust and hostile feelings which exist?—I think it would be very fatal to the country.

2143. I may consider that you are decidedly in favour of a united system of education, as against the system of separate grants?—I am always taking into account that there must be no interference on either side.

2144. That is the only system which you consider conducive to the prevalence of peace and harmony between the different creeds in Ireland?—Yes, it is. I think the remark which was made by the Sovereign Pontiff, when this subject was discussed before him, was exceedingly in point—"that during the many years of the working of the system, not even an instance of corruption of faith or morals has been alleged." For my own part, I have heard of no detriment to our Church, or to any individuals of it, from the system of the National Board of Education. In the Board itself, during the few years I have been there, I have witnessed with great pleasure the extraordinary harmony which has invariably prevailed. Being, I hope, not indifferent to my own creed, I have met with noth-

ing which was not perfectly congenial to my feelings, and to my convictions. I thought it would have been an experiment almost impossible to be carried out, but I have seen it realized for many years most admirably, and I hope nothing will be done to prevent its future success; unfortunately, the late contest which arose about the books has been to some extent injurious, but I hope there will be no difficulty in still carrying out the system; it is the greatest blessing which can be conferred upon the country. When the system was candidly and fully explained to the late Pope by Archbishop Murray, who advocated it with all that energy of mind which he always displayed when a great duty came before him, yielding to no intimidation, but with pity disregarding all mean attempts to withdraw him from the advocacy of the national system of education, the Pope, although in the beginning he had entertained a very different opinion, at length called upon the Bishops to thank the Government for giving so much of its wealth to the education of the poor children of their country: let the system, he said, go on, but be cautious against the use of improper books; objections on that ground having been made by the enemies of the system. I believe that after the renewed experience of very many years since the Pope's decision, not one case can be produced by any violent agitator upon the one side or the other in which the system has been injurious to any one Catholic child.

2153. *Lord Ardrossan*: When was the protection of the 8th Rule taken away?—The other day.

2158. What change had been made, or had been proposed in any rule, which put the book in question on a different footing from that which it had been on previously?—I think that rule a very foolish rule. By it, on a child going forward and saying, I object to such a book, it was at once excluded from the school, and the whole of the children were deprived of the opportunity of reading it. I think it is a very unwise and dangerous thing, that after all the members of the Board of different creeds had approved of a book, any one child, by coming forward and objecting, might deprive all the other children of that book; therefore, as the children could only be protected from the use of that book by an absurd rule of that kind, it necessarily followed that the book should be rejected.

2159. *Earl of Wicklow*: Do you or not approve of the interpretation which has recently been put upon the 8th Rule, namely, that the objection of a child shall have that effect?—I approve of it as the only means of protecting the children from the book.

2160. *Lord Monteagle of Brandon:* Are you to be understood to approve of the interpretation put upon the 8th Rule, which enabled one single child to put a veto upon the book, and exclude it from the use of all the children of the school?—I think that was the meaning of the rule; I think there was no other meaning to be attached to it; I approve of that, therefore, so far as a means of protecting the children from the book.

2163. *Earl Granville*: Are the Committee to understand you to say that,

according to your interpretation of the 8th Rule, any child objecting could cause the removal of that book from the hours of combined instruction?—That is the interpretation which I put upon the 8th Rule.

2164. Though you think that there is some hardship and absurdity in such a rule, being the only protection which the Catholic body had that the book should not be commonly used by Catholic teachers and Catholic scholars, you would have objected to the modification of that rule if the book you considered objectionable had not been removed from the list?—I would, decidedly.

2165. *Lord Ardrossan*: However absurd the construction put upon the 8th Rule might be, did it not give a stronger power to the Roman Catholic parents to object to that book than any other construction which could have been put upon it?—Decidedly; that was the only construction which would give a sufficient construction.

2166. *Lord Monteagle of Brandon*: If that rule had been maintained in its integrity, would not the consequence have been, that in a mixed school of Protestants and Roman Catholics alternately, the Protestant and the Catholic children might have vetoed every book in the school?—I think it a very foolish rule, decidedly. I think some other means should have been taken to protect the children than that rule. It was manifestly foolish; still I see no other resource.

2175. *Lord Ardrossan*: You said you approved of the literal construction of the 8th Rule, so long as the use of that book was continued; but that when the book was discontinued, you disapproved of the 8th Rule?—No; I only approved that the literal construction was the true construction of the rule; I merely intended that no Board, consulting their own dignity or their own importance, should have admitted such a rule as that. I said also, that when the book in question was removed, the rule should necessarily at once be removed.

2184. *Earl of Desart:* You have stated that the 8th Rule, in your estimation, has an interpretation bordering on absurdity?—Yes; or at least most unsuitable for such a Board.

2185. But you availed yourself of it as a protection against any child reading the book you object to?—Yes.

2186. Now the book has been withdrawn, and therefore you would have no objection to a re-consideration of that 8th Rule?—It has no business among the rules if the books are withdrawn; it would then be doubly foolish to have it there when it could be of no use.

2187. Has it ever occurred to you that a satisfactory explanation might be come to on any of the grounds of difference which induced the retirement of the Archbishop of Dublin and Mr. Blackburne from the Board, by any interpretation

of the 8th Rule?—I should readily lend my aid to the return of the Archbishop and of Mr. Blackburne. Archbishop Murray early impressed me with very strong ideas of the fairness and honourable conduct of the Archbishop, and of Mr. Blackburne also, when he was a member of the Bequest Board; that of itself made me very partial to them when I went to the Board; and everything that I saw of Archbishop Whately and of Mr. Blackburne quite delighted me. I thought the Archbishop exceedingly fair and above-board in everything connected with religion and with the schools. This was also the case when there was the question of the convent schools, to which he gave very kind consideration until this unfortunate dispute arose; therefore, if anything could be done to remove present differences, I should rejoice to give all possible assistance in removing them; but my own opinion is, that it is not possible just now.

No. 6.—DISCUSSION OF THE IRISH NATIONAL SYSTEM OF EDUCATION IN THE HOUSE OF COMMONS, ON THE 9TH OF JULY, 1858.

On the sum of £330,000 being proposed for public education in Ireland,

Mr. *Charles Buxton*, M. P. for Newport, said, the first thing that struck a person in looking at this subject was that our national system of education in Ireland *was not national.* It was repudiated by nearly every clergyman in Ireland; in other words, by the great body of those who were paid to be the guides and teachers of the people. That surely was a flaw in the system. It had another defect—it stirred up a vast amount of bitterness. For 30 years a feeling that they were not treated justly had rankled in the minds of the clergy. Now, he did not himself believe that a large number of intelligent and excellent men would go on for 30 years bewailing their hard lot unless their lot were really hard. No doubt it was irritating to hear people filling heaven and earth with their lamentations, and one's inclination was to shut one's ears. But it would be unworthy of this House to give way to exasperation, however tiresome the Irish clergy might have seemed to be. It would surely be wiser, if possible, to remove the ground of complaints than to pooh pooh those who made them. (Hear, hear.) But though he should think that no work could be more fit for a statesman to do than the work of removing discontent, and above all when that discontent arose from religious scruples being disregarded, still he did not seek for a change in this system as a boon to the Irish clergy. They were admirable men. (Hear.) There was not in the world a set of men more devoted to their duty; and he thought they had reason to feel themselves ill used. But it was not from sympathy for them that he asked for a modification of the system. A reason for doing so was this,—that, having travelled now and then in Ireland, and made a point of visiting the schools, he had found the bulk of the peasant children provided by the nation with as good an education, as well-built school-rooms, trained schoolmasters, first-rate books and apparatus, annual inspection, and a printed report of their progress could bestow. Side by side with all this he found some hundred thousand peasant children in the Church Education and other

schools who were not in the enjoyment of these advantages; and he felt that in holding its hand, and not giving those great benefits to that great multitude of children, our national system was doing less than it might do for the welfare of Ireland. (Hear, hear.) He might more especially allude to the loss it was to them not to have masters trained in the national normal schools, and, above all, not to have the annual inspection and report. (Hear, hear.) So far, then, as that went, he did not doubt that all who held that an ample education was a blessing to the children who received it, and in the long run to the country which gave it, would agree with him in regretting that nearly 100,000 children should be outcasts from the national system. So much, he was sure, would be granted him by the candor of the House, that it would be desirable, if it could properly be done, to convey the benefits of the national system to these additional 100,000 children. But then he should wish with equal candor to examine the difficulties that stood in the way. What was it that narrowed the field of usefulness of the system and debarred those children from it? Why, the National Board could give no help to any school unless its patron took a pledge that no child should receive any religious teaching to which the child's parent objected—a most plausible restriction he acknowledged; but that was a pledge which the clergy could not take. They deemed it to be their absolute duty to give a knowledge of the Word of God to all the children under their care. They thought that when they had founded a school they had no right to withhold Scriptural education from any of the children who came to it; and that if they promised to do so for the sake of getting money and help they would be betraying a trust. That might be a great mistake on their part, but he was sure the House would allow that that scruple of theirs was a decent, a respectable scruple—not one to be treated with utter scorn. He did not want the House to endorse the scruples of the clergy; but he did want them to acknowledge that the heartfelt religious scruples of a great body of admirable men, who had stood their ground during a sharp trial of 30 years, ought not to be lightly passed over, and that the House was bound gravely to weigh whether it really was necessary to exact that pledge which so much disturbed them. That pledge, he contended, kept the national system from being national; it excited vehement discontent, and it cast off 100,000 children from great educational advantages. (Hear, hear.) On the other hand let the House consider whether the good that pledge did outweighed those evils. They all knew why it was established. It was hoped that if the parents knew that their children could receive no religious teaching without their consent, then the Protestant and Catholic child would be sent to the same school for their secular education and receive their religious education separately. It was thought that, trusting in that pledge, the parents of different denominations would not fear to have their children brought up in the same school. And certainly, if that hope had been fulfilled, if the pledge had really produced that effect, if the Protestant and Catholic children were really receiving a combined education in the national schools, he should be the first to implore the House not to lay its fingers on the machinery by which so wise, so beneficent an end had been attained. But he lamented to say that, while in its main end of conveying

a first-rate education to a great multitude of peasant children, the national system had been a splendid success, in its secondary aim of bringing p the Protestant and Catholic children under the same roof it had been an utter failure. (Hear, hear.) There were scarcely any schools out of the 5,245 under the Board in which the children were combined for secular and separated for religious education. Many national schools were exclusively Protestant, great numbers were exclusively Catholic, but scarcely any had a really combined education. There lay the whole gist of the question. The pledge that no religious teaching was to be given to any child whose parent objected to it cou d be of no conceivable use, unless it effected that union of Protestant and Catholic children. If it did not do that, it did nothing. It was then simply rubbish, and a mere dead weight on the system. If it did that it was invaluable. If the hon. gentlemen who were opposed to him could get up and prove from the reports of the Board that this pledge did what it was meant to do, that trusting in it the Protestant and Catholic parents sent their children to the same national schools, that it did produce a combined education, then all that he had said must go for nothing. But if they could prove nothing of the kind, if this pledge, though potent for evil, was impotent for good, if it did not create a combined education of Protestants and Catholics—if its only effect was to keep the clergy aloof and to deprive those 100,000 children of the help of the Board, then he submitted whether it was worth while to keep up a restriction which did but narrow the sphere, enfeeble the force, and impede the flow of the national effort on behalf of the education of the poor. (Hear, hear.) It might be said he was seeking to destroy the national system and to make it sectarian. (Hear, hear.) What he affirmed was, that it was now sectarian; that already there was not a combined education, but a sectarian education in the national schools. In acknowledging this fact to be a fact—that the attempt at a combined education had been a failure—they would only be acting with good sense, and not 20 national schools in Ireland would undergo one iota of change were the pledge he had alluded to lay aside. The Board had conceded an exclusive education to the Presbyterian schools, and to the convent schools, and the ordinary national schools were exclusively Catholic. Why were they to refuse aid to those whose only demand was that they might admit the Word of God into their schools? It was objected that, were this restriction removed, the priests would become paramount over the Roman Catholic children in their schools. Every one familiar with the subject knew that already the priest's sway over the Roman Catholic children was entirely unchecked. (Hear, hear.) Remove that restriction, and he would have no more real authority than he had now, and he already had as much as he pleased. It seemed to him, then, that by cutting off that mischievous feature of the system the House would render it really national, remove bitter and chronic discontent, improve the education of 100,000 children, and not in the smallest degree destroy or damage the system, but rather enlarge its influence and extend its great benefits through a much wider sphere. (Hear, hear.)

Mr. *J. F. Maguire*, M. P. for Dungarvan, said, a priceless blessing had been

conferred upon Ireland by the education of the vast body of its humbler classes (hear, hear), and it was just because he was impressed with that conviction that he conceived it to be his duty to lay before the House certain matters showing defects in the administration of the national system which filled him with alarm. He was a friend of the national system, but he was afraid a spirit of discontent was growing up in the country with respect to its management, which, if not checked by a return to a more wholesome policy, would result in the very worst consequences. The principle on which the system of national education was based was that of combined literary and separate religious instruction; and the rule which was established to carry out that principle was, that in the schools no religious instruction should be given to children of one persuasion by a minister of another. Unfortunately, at the instance of those who were anxious to undermine the faith of the Catholic children, this rule had been greatly relaxed. From 1832 to 1847 the arrangement was, that religious instruction was given on different days, and it was incumbent upon the teacher to put out of the schools all children of a faith different from that which was being taught. In the latter year the Board, acting under pressure, adopted the miserable rule that, when religious instruction was about to be given, a time board should be turned, the master should proclaim that such instruction was about to commence, and that all children whose parents differed from the religion to be taught should be allowed to go away. This rule, however, only applied to teaching by the master, and did not at all prevent religious instruction being given by other persons. Great and serious fears were now entertained that insidious and persistent attempts were now being made to undermine the faith of the Roman Catholic children. Nor were these fears without foundation. How, too, was the National Board constituted? Of the 620,000 children on the rolls of the Board, no fewer than 540,000 were Catholic, and only 80,000 Presbyterian and Protestant. Yet of 14 commissioners only five, or, at furthest, six were Catholics, and of these no more than one—Mr. O'Ferrall—was regular in his attendance at the meetings of the Board. The work was mainly done by Mr. Cross, the secretary, and Mr. Macdonnell, the resident commissioner, both of whom were Protestants. The heads of almost every department were Protestant. The Central Board was controlled by an Ulster Presbyterian since 1855, before which a Catholic had been in office. The training department up to 1855 was under two professors—one Catholic and the other Protestant; but it was now entirely in the hands of Dr. Sullivan. The agricultural department was under a Protestant. Of the 15 organizers appointed in 1856, nine were from Ulster, and only six from the remainder of Ireland. Such had been the discontent excited by the way in which the affairs of the Board were at present carried on that in one town, Kilkenny, £3,000 was raised in three hours for the establishment of the Christian Brothers, in order to preserve Catholic children from being perverted by the abuses of the present system. He would only in conclusion say one word on behalf of the teachers in the schools, who were the hardest worked and the worst paid body of the community. While a common laborer in this metropolis received £1 a week for his labor, the teachers in Ireland only received on an average £23 per annum. A remonstrance

upon that subject had been addressed to the Board, but the inspectors who made it were snubbed and charged with contumelious conduct. He charged the Board with attempting to deceive Parliament; for in 1855 Mr. Kinahan, the head inspector of Ulster, reported to the Board that a number of Catholic children were receiving Protestant instruction, whereupon the Board omitted that paragraph and presented a fraudulent report to Parliament. Since then Mr. Kinahan had been removed from Ulster, and sent to a Catholic district. He (Mr. Maguire) was not an enemy of the Board or the national system; but he was an enemy of the abuses of that system. (Hear.) He hoped the House would guard itself against opening the door more widely to proselytism, and he hoped the Irish Government would before next year consider the necessity of making some fair concession to the alarmed feelings of the Catholics in Ireland, and grant them by an improved constitution of the Board some security against the violation of the principles of Lord Stanley's letter and the resolutions of the House. (Hear, hear.)

Mr. *R. Deasy*, M. P. for the County of Cork, had listened to the discussion with regret, as he believed it was not calculated to serve a useful purpose. (Hear, hear.) It was inconvenient to be called upon in an incidental manner to discuss the whole question of the national school system in Ireland. He confessed that he entertained considerable fears lest the continuance of the national system of education in Ireland should not be of long duration; and, as it had been attacked on both sides, he trusted the House would allow him to make a few observations on the subject. The hon. gentleman who introduced the question of the Church Education Society, said that due regard had not been paid to the feelings of the clergy of the established church in Ireland. For that clergy he entertained the sincerest respect, and no one would go further than himself to meet their conscientious scruples; but the objection to the system of that society was that it was a system—a mixed system—instituted for the very purpose of inducing Roman Catholic children to attend the schools to receive instruction tending towards the Protestant religion. It was an essential principle that the children attending those schools should be compelled not only to attend the reading of the Scriptures, but to receive Scriptural instruction from Protestant instructors. An attempt was made, when Lord Derby came into office in 1852, to reconcile the Church Education Society's system with the national system, but it was found impossible; and it was clear that such a reconciliation could not take place, as the national system respected parental rights, and the system of the Church Education Society was one of compulsory education. He must tell the hon. gentleman that the relaxation of the existing system, which the hon. member sought, could not stop at the point desired by him. The House could not make a relaxation on one side without being prepared to make an equivalent relaxation on the other; and in that case he feared that they would have discussions raised of not a very pleasant character in reference to the application of national funds for exclusive Roman Catholic education. Unless he could see a prospect of some better system being substituted for the national system, which, with all its defects, was of great

service, he was not prepared to part with it. (Hear, hear.) When the hon. member for Dungarvan complained, on the one hand, that the Board of National Education was too unfavorable to Roman Catholics, and when the Board was attacked, on the other hand, as being too unfavorable to Protestants, he thought that those opposite accusations afforded some evidence that the Board had pursued a medium course. (Hear.) He had not heard sufficient reasons to induce him to join with the hon. member for Dungarvan. The name of a lady who was charged with having endeavored to proselytize Roman Catholic children had been mentioned; but it appeared from the evidence of the inspector, given in the appendix, that she had never read to the children any books of the slightest sectarian tendency, and she had been acquitted by the Roman Catholic priests themselves of any attempt at proselytism. Surely a Board which had worked well for 20 or 30 years, ought not to be abolished because its members had not corrected as promptly as they might have done some errors which had been brought to their notice. He admitted that there were defects in the constitution of the Board, and he thought that as some of the Roman Catholic commissioners did not attend the meetings, they ought to be replaced by others who would discharge the duties of the office. The hon. member for Dungarvan had charged his friend the Right Hon. Alexander Macdonnell, the resident commissioner, with having presented a fraudulent report to that House. [Mr. Maguire.—"No; the Board."] The hon. member certainly charged Mr. Macdonnell with having erased from a document presented to that House a passage which it had originally contained. That was a most serious charge, and ought to be substantiated. He did not know any one to whom the Roman Catholics of Ireland were under greater obligation than Mr. Macdonnell (hear, hear), and he thought it was most unjust that the Roman Catholic body should now turn round upon him and say that no confidence could be reposed in him because he was a Protestant. [Mr. Maguire.—"I did not say so."] He (Mr. Serjeant Deasy) had known Mr. Macdonnell long and intimately, and he believed he had administered the system justly and impartially, with an anxious desire to promote education fairly and liberally, and without the slightest wish to trespass upon the just rights of conscience of his Roman Catholic fellow-countrymen. (Hear, hear.)

Mr. *Lefroy*, M. P., believed there was something wrong in the constitution, system, and working of the National Board which required the consideration of the Government (hear, hear), and he would support the motion of the hon. member for Newport He desired that the expenditure of the funds at the disposal of the National Board should be so far liberalized that schools in which the Bible was taught should derive the same benefit from the grant as those from which the Bible was excluded, and that the national system of education in Ireland should be in some measure assimilated to the national system of England. To enable the House to understand the difficulties of this question, he might state that the Kildare-street Society, whose rule was that every child attending its schools should read the Bible without note or comment, was the first society in Ireland supported by a public grant. That system had been described by the

hon. gentleman opposite as a system of "poison,"—a very harsh and offensive expression. When that society was dissolved it had 1,600 schools, containing 136,000 children, of whom one-half were Roman Catholics. Two other systems of education were then established—the National Board and the Church Education Society. By the original constitution of the National Board, although the Scriptures were only read in the schools at certain times, of which due notice was given, Scripture lessons were a necessary part of the instruction. That system had, however, been gradually changed, until every vestige of religious education had ceased to exist. The Church Education Society, which was established at the same time, possessed an income from voluntary contributions of £40,000 a-year, and had under its care upwards of 1,700 schools, containing 80,000 children, of whom only 15,000 were Roman Catholics. He thought, therefore, they had a fair claim on a portion of the national grant for the assistance of these schools. Two objections were raised to this proposal. It was said that it was a means of indulging the contumacy and obduracy of the Irish clergy; but surely these were hard terms to apply to a body of men who had made such sacrifices and stood in a position so peculiar on this question. (Hear, hear.) By his ordination vows a clergyman was bound to teach the Holy Scriptures to the children committed to his charge; yet if he asked the Board to help his school, the question put was, "Do you teach the Scriptures?" answered by "Yes, my ordination vows oblige me to do so;" whereupon this reply would be given, "Then you shall have no assistance." That appeared to him (Mr. Lefroy) a case of great injustice—an injustice which the English would surely not allow to continue. (Hear, hear.) He merely asked that in every school where the Bible was taught, the National Board should, without asking any question, allow a portion of the grant. But the second objection to such a proposal was, that it would interfere with a system which was working well and was giving general satisfaction. Now, had not the hon. member for Dungarvan (Mr. Maguire) shown that the system was not giving general satisfaction? (Hear.) Many other authorities might be quoted to the same effect. The titular Bishop of Cashel said the reports of the 50 school inspectors were so unfavorable to the management of the schools that the Board would not allow them to be published. The other day he had quoted the evidence of a Scotch minister to prove the complete and entire failure of the system in Ireland; and, on the authority of another gentleman, it appeared that the enforcement of the rule laid down by the Board excluded the great body of the Protestant clergy, and prevented not less than 100,000 children from enjoying the benefits of national education. On the other hand, the church educational system was working satisfactorily, and, on a recent visit, the Lord-Lieutenant had expressed himself as extremely gratified by the conduct and appearance of the children, their examination, and the ability displayed by the teachers. The Irish *Review* declares that an expansion was required to turn the national system from a curse into a blessing, and he hoped Parliament would take heed lest, by carrying this system too far, they should disseminate national infidelity instead of national education.

Mr. *Labouchere*, late Secretary of State for the Colonies, said he had long been connected with Ireland by the ties of office, and that he was one of those who were desirous of maintaining and fostering that system of national education which he firmly believed had conferred inestimable blessings upon the people of that country. There were at the present moment no less than 600,000 children enjoying the advantages of that system which, in his opinion, was as sound and good a one as that under the operation of which the poorer classes in this country were educated. In speaking of it thus, his observations must be regarded as applying to it not only as a scheme of secular but of religious education, and he confessed he was not a little surprised to hear it said by the hon. gentleman who had just addressed the House, that there was some danger of its tending to introduce principles of infidelity into Ireland. For his own part, he entertained no such apprehension. Infidelity was a weed which could not grow upon Irish soil; but be that as it might, the House of Commons must not halt between two distinct systems of education for Ireland. They must either maintain the existing mixed system in all its essential features, or adopt the separate system which prevailed in England, and for his own part he believed the former was that which was best adapted to the wants of the Irish people. In conclusion, the right hon. gentleman bore testimony to the unwearied industry and high intellect which Mr. Macdonnell, the Chief Commissioner of the Educational Department in Ireland, brought to bear upon the discharge of his duties.

Mr. *Walpole*, present Secretary of State for the Home Department, said that if he had entertained the slightest doubt in his own mind as to the application of the vote for which the Government asked, for providing national education for Ireland, he should have arisen immediately after the vote was proposed and have stated that doubt; but he had no hesitation in stating that, consistently with the opinions which he had often expressed, he never would do anything to destroy or disturb the principles of the national system of education. (Hear, hear.) At the same time, in the development of that system he thought that they ought not, if possible, to exclude any portion of the people from participating in the grant, which was raised from the public taxation of the country. (Hear.) When he had himself made a proposition on this subject to the House, it was couched in language almost identical with that which the learned sergeant had used that evening. His proposition was that the system should be so modified as to extend a portion of the grant to non-vested schools, and he qualified the proposition by two distinct provisos, one of which was that the parental authority should not be interfered with in the teaching given in those schools. That was still his wish, and he assured the committee that if it were possible to devise a scheme by which those who did not now participate in the grant should be able to do so for the future, he would never propose any modification which should interfere either with the rights of conscience or of parental control. (Hear.)

Mr. *H. Herbert*. M. P. for Kerry, agreed with the Home Secretary, that if it were desired to raise this question, a distinct motion ought to be brought forward.

The speech of the right hon. gentleman was perfectly satisfactory, however, if it were understood that no modification was to be introduced into the present system without the consent of Parliament being first obtained. (Hear, hear.) The hon. member for the University of Dublin had called on the committee to refuse its sanction to a system which excluded the Scriptures from these bodies, but there could not be a greater mistake than to say that the Scriptures were not allowed to be read by the scholars. On the contrary, there was nothing to prevent any gentleman in Ireland establishing a Scripture school; all he was prevented from doing was compelling children to attend the reading of the Scriptures whose parents made any objection. The rules of the society were so framed as to require separate hours to be set aside for religious instruction and the reading of the Scriptures, and any children whose parents objected to their remaining at such a time were at perfect liberty to retire. Moreover, the rules required that these hours should be so arranged that no child should be excluded from the general advantages of the school. It was of great importance that the English public should understand this, for it was owing to wrong information on this matter that so many petitions had been presented. The fact that 600,000 children were educated in these schools was a sufficient refutation of the charge made against them by the hon. member for Dublin University that they were a failure. Though he had at one time been rather opposed to the system, extended experience had convinced him that it had been of the greatest service to Ireland.

Mr. *Whiteside*, Solicitor General for Ireland, said, his right hon. friend the Secretary of State for the Home Department had stated that no change should be made in the system without its being fully and fairly discussed in Parliament, but he did not wish any one to believe that his right hon. friend had stated what was the objection of the clergy of the Protestant church. If any one went to the parish church of Enniskillen, he would see on the walls some quotations from Scripture, and he would find that every morning when the school assembled, a portion of Scripture was read. That was the principle of every church school in Ireland, and it was supplementary to those that the national schools were originally established. If 99 Protestant children attended an old parish church school and only one Roman Catholic child, though it was known to all mankind that a portion of the New Testament was read every morning, it would be in the power of that one child, by the direction of others, to forbid the reading of the Scriptures, and to change what had been the practice of the school for 25 years. ("No.") That was the practical result, and in that way the religious books which had been referred to and the reading of the Scriptures had been excluded in schools obtaining assistance from the Board. Mr. Cross, in the House of Lords, was asked this pertinent question:—"Were those books used by the patrons, and were they understood as capable of being used when the patrons put the schools under the Board?" Mr. Cross answered "Yes." He was then asked, "Was it just to withdraw them at the bidding of a child, contrary to the understanding with the patrons?" Mr. Cross said:—

"I have no doubt of the fact that a considerable number of the patrons have

put the schools, whether vested or not vested, under the Board, on the express understanding that the Scripture lessons, sacred poetry, and lessons on the truth of Christianity, were used in schools; the patrons might very naturally and justly consider that, by the withdrawal of such books or any one of them, their compact with the Board was broken."

There was a fair case to submit to Parliament, and while the church of the Reformation existed in Ireland they would claim the right of reading in their schools each day a portion of that book on which their belief rested. (Cheers.)

Mr. *Lefroy* said he had been guilty of no misrepresentation in saying that the Scriptures were not allowed to be read in schools.

Mr. *Horsman*, late Secretary for Ireland, said that, so far from the Scriptures being excluded, his right hon. friend had been at pains to show that the patrons and friends of these schools might insist upon the Scriptures being taught in them. It was true that in the church schools a portion of the Scriptures was invariably read. The children might get very good secular instruction in these schools, but when the religious instruction commenced, the children had not the right to go away. (Hear, hear.) This was the whole question raised between the National Board and the Church Education Society. He was glad to hear that the Government would assent to no modifications of the present system which would interfere with the rights of conscience and parental authority. But then, in that case, they would make concession to the Church Education Society, because they professed to bow to obligations higher than the rights of conscience and parental authority, and they made it a condition that a child who accepted their secular instruction should also accept their religious instruction. The question was, whether Parliament would impose a compulsory reading of the Scriptures upon children whose parents objected to it. Some misapprehensions on the subject at issue had been widely circulated and generally credited, but he hoped it would be understood that, so far from an exclusion of the Scriptures being made a condition, great pains had been taken to encourage the patrons of the schools in allowing the Scriptures to be read at reasonable hours, the only limitation being the 15th rule, which declared that patrons, managers, and teachers should not induce children to attend religious instruction contrary to the wishes of their parents. A great experiment had been tried in Ireland under circumstances of great difficulty, and that it had succeeded was evinced from the fact that out of a population of 6,000,000 not less than 600,000 children were attending the national schools, being 10 per cent. of the entire population. It was impossible to have a more general system, and, although the national system of education in Ireland had been opposed by the extremes of both parties, he trusted that the Government would strengthen the hands of the great middle and moderate party, and uphold a system which had drawn upon itself the hostility only of persons of extreme views. (Hear.)

Mr. *C. Fortescue*, M. P. for Louth, was glad to hear that the House was to

be consulted before any change was made in the present system, as he felt convinced that no dangerous change would ever be made. The real grievance of such of the members of the Established Church in Ireland as were hostile to the national system of education was that they could not compel all the children who attended national schools to receive Protestant instruction. Could it be supposed that the Presbyterians of the north of Ireland—the followers of John Knox—were less ardent advocates of the Bible than the members of the Established Church? And yet the Presbyterians were not opposed to the national system. Why? Because they were not actuated by the same desire as the members of the Established Church to proselytize Roman Catholic children. A destruction of the national system would be nothing less than a destruction of the means of improving the condition of Ireland; and, reversing the words of the hon. member for the University of Dublin, he would say that if they interfered with that system in the manner suggested by its enemies, they would turn a blessing into a curse.

Mr. *Grogan*, M. P. for Dublin, said the hon. gentleman (Mr. C. Fortescue) had failed to answer the argument put by the Attorney-General for Ireland. In England the Roman Catholics were in a great minority, and yet they received separate grants for the instruction of their children. Why were the Protestants of Ireland to be deprived of a similar advantage? (Hear, hear.) The national system, after a trial of 25 years, had been condemned by parties on both sides of the House. (No, no!) Protestant members had complained that it deprived Protestants of the advantage to which they were entitled, and the hon. member for Dungarvan had attacked the National Board quite as severely as any of the opponents of the national system.

Appendix E.

THE STATE OF NATIONAL EDUCATION IN ENGLAND.

DISCUSSION IN THE HOUSE OF COMMONS, 11TH FEBRUARY, 1858.

In opening the debate, Sir *J. Pakington* stated that he intended to move an Address to the Queen for the issue of a commission "to inquire into the present state of popular education in England, whether the present system worked efficiently," and to "report what changes are necessary, if any, to extend sound and cheap elementary instruction to all classes of the people." In making this statement, Sir J. Pakington drew a sad picture of the ignorance prevalent among England's population. Some of the facts mentioned in evidence of this were remarkable. The chaplain of the gaol at Preston, Lancashire, reported that forty per cent. of the inmates of that place, not all criminals, were ignorant of the name of the world's Redeemer; and from sixty to seventy per cent. did not know the name of

England's present sovereign. The result of all his inquiries had convinced the speaker, "first, that there were large masses in this country in a state of general ignorance, which was deeply to be lamented; and, secondly, that in a considerable portion of the country, whether rural districts or towns, there were either no schools at all, or schools so ineffectual and so inefficient as to be totally inadequate for the purpose of national education.

"By a statement drawn up by the Secretary of the Privy Council Committee on Education it appears that the per centage of chidren under ten years of age attending school in England, which in 1850 was 37 and a fraction, in 1857 had fallen to 27 and a fraction, a decrease occurring every year, except in 1852. A school atlas recently officially prepared, contains a diagram showing the estimated per-centage of children between seven and fourteen years of age attending school in seventeen different countries, and England stands tenth upon the list. The per-centage in Saxony was within a fraction of 100; in New England, 95; in Holland, 92. Next came Prussia, Switzerland, Denmark, Sweden and Norway, Belgium, Austria, Scotland and England, with a percentage of only 45. These were facts, continued Sir J. Pakington, which justified him in asking for an inquiry into the causes of our backwardness, and the remedies which ought to be applied. As representatives of the people they were bound to address themselves to a state of things so little creditable to England, and to endeavour to raise her in this respect, not merely to a par with other countries, but with other parts of Her Majesty's dominions. Scotland stood far above England in this respect. He recollected the noble lord the member for London stating in a former debate that a Scotch clergyman had told him that there was not a child in his parish seven years old who could not read. *In Canada there was an admirable system of education in existence*, and the Australian colonies were most anxiously endeavonring to establish a sound system which should reach all parts of the population. He was sorry to be obliged to think that Parliament took less interest in this question than any other part of the community. Out of doors the promoters of education, though not noisy agitators, were a numerous and zealous body, and the subject excited great interest among extensive and important classes of the community. In proof of this he might refer to the conference which was held in London last summer, under the presidency of the Prince Consort. That conference was held specially to consider the early age at which children left school, and the remedies that were to be devised. For three days, during which that conference lasted, he never saw a greater display of interest than was evinced by the intelligent men from all parts of the country who attended it. As another proof of the large and extended interest which was taken in the matter, he might refer to the large and important meeting which was held a few months since in Birmingham, under the presidency of Lord Brougham, for the establishment of an association for the advancement of social science. He begged to remind the House that a very long time had elapsed since an extensive enquiry of that nature had been made. In 1818 Lord Brougham, whose zealous services in this cause they all honoured (cheers), and none more heartily than himself, obtained the appointment of a committee, which was the foundation of a commission on the subject. The next inquiry was in 1834-5,

and that was followed by another inquiry in 1838, on the motion of the hon. member for Shrewsbury. But that last inquiry was of a very limited character, as it related merely to the state of education among the laboring classes of our large towns. It was followed by the establishment in the year 1830, of the Committee of Council, in which his noble friend the member for London had so large a share. That was 20 years ago. Since then there had been no inquiry, with the exception of that which was made on the subject of the Manchester and Salford Education Bill, and which was limited to the state of education among the laboring classes in those towns.

(Lord *Stanley* seconded the motion.)

Mr. *W. J. Fox* in the course of his remarks said it had been assumed that education in this country was in a very progressive and satisfactory state. In that opinion he could not agree. (Cheers.) The facts were indeed, very strong the other way. It was said that one child in nine was being educated, while 40 years ago the proportion was 1 in 17. But in this calcula tion the growth of the population and the proportion of the educated to the non-educated of the school age were entirely left out. The question was how many persons there were of the school age, how many were receiving education, and how many were uneducated. He found, upon examination of the latest statistical returns, that there was a larger number of children of the school age who were neither at school nor at work, than in any previous returns. (Hear.) It was taken for granted that the secular system precluded the religious training of the pupils, but he challenged any hon. member to name any secular school of which this assertion could truly be made. The present educational machinery was a mongrel system of state interference and voluntary subscription. They were told they must not be in a hurry, but he thought that the friends of education had shown considerable patience. *In the colony of Canada schools of recent establishment had been scattered over the country*, in which the use of Scripture was voluntary, and it was now the boast of the Canadians that education in that country was more extensive than in some of the American States that were foremost in the possession of a system of education. (Hear, hear.) He knew of no one to whom the friends of education were more indebted than to the right honorable gentleman (Sir J. Pakington) who had brought this subject forward to-night (cheers)—whose Bill, introduced two or three years ago was one of the most acceptable ever produced, and who had distinguished himself by his attendance at various societies, with the view of enlightening the public on this subject. (Cheers) The right hon. gentleman had proposed this commission not to recommend his own theories or to endorse his own opinions, but to investigate the whole subject with calmness, to say what was being done, what was wanting, and what means would be best adapted to supply those wants (cheers.)

Mr. *Adderley* thought they asked " what it was which hindered the spread of education among the poorer classes? Why, it was that their employers did not appreciate education. If public money had been given to the employers, to induce them to encourage education, then all that the right honorable gentleman desired would have followed. If employers could be got to demand educated labourers, then the grave difficulty in the way of the spread of education would be got rid of.

Mr. *Cowper*, Vice-president of the Committee of Education, "thought the great hindrance to the spread of education appeared to be, not in the deficiency of educational supply, but in the unwillingness of persons to make use of it; and he thought, therefore, that an inquiry into the habits, the circumstances and the characters of the children of the working classes, and into the causes which prevented them from using to the full those advantages which were provided for them, would be most useful. He would ask what was meant by the present system of education? It meant that old system of elementary instruction which had been founded by the wisdom of our forefathers, which had sprung out of the opinions, habits and feeling of the English people, which had received a vigorous impulse in the present century from our various religious denominations, and which had attained its newest development from the minutes of council instituted by lord John Russell—a system based on the long-established principle that an elementary school for the children of the poorer classes was a necessary part of the machinery of a parish of a religious congregation, combined with the further principle which had more recently gained ground—that it was the duty of the State to provide the means of educating those children in all that would be useful to them in ordinary life, and of teaching them their duty alike to God and man. (Hear, hear.) That system had many defects. In some respects it was inferior to the continental systems. But there could be little doubt that it was better suited to the English people than the German system; that it was, in fact, as well suited to the English people as the German system was to the German people. (Hear, hear.) At present the rights of English parents were so scrupulously respected that they were allowed not only to choose the school to which they would send their children, but to refuse, if they pleased, to send them anywhere. He did not believe, therefore, that there would be any utility in the commissioners inquiring into the question whether there should be a power given, as in Germany, to compel parents to send their children to school. The proposed inquiry was to be directed to the question whether the present system was sufficient for its object. That might be construed to mean, whether the Parliamentary grants distributed under the minutes of council had attained their object. Now the first set of minutes stated that the grants were intended to promote the general improvement of education—first, by improving the buildings; second, by raising the standard of the masters; third, by the employment of pupil teachers; and fourth, by the improvement of the books. Investigation into those points could hardly now be required. The regulations under which the grants were applied, secured that for every shilling given from the public purse, 2s. must be subscribed by voluntary agency. Those who complained of the red tapeism and rigidness with which the grants were distributed should remember that a relaxation of the conditions would weaken the stimulus now afforded to private exertions, that the grants were not designed to supersede those private exertions, but to supplement and to encourage them, as well as to obtain a marked improvement in the quality of the teaching. The two great hindrances to the general spread of education were the early age at which the children now left the schools, and the irregularity of their attendance—evils attributable to the indifference of their parents. These impediments existed not in this country only, but in France, where, the attendance not being compulsory, there were

850,000 children who did not go to school at all, and a vast number who went only two or three days a week, or for only half the year. So urgent and permanent were the demands for children's labour, that he despaired of seeing any measure adopted that would induce the working classes to keep their children at school long enough to acquire a complete education. Attention ought not to be too much concentrated on the primary schools. It would be sad to think that the beginning and end of the education of the children of the working classes must take place in those schools. A foundation only could be laid there. The children of the poor would never be properly instructed until the schools were adapted to their circumstances. It was while these young persons were earning their daily bread that they could hope to enable them to follow up the commencement they had made in the elementary schools. Happily, in various parts of the country great efforts were being made to establish evening schools, and the Privy Council had not neglected that important subject. They now gave gratuities to teachers employed only in the evening, and who did not adopt education generally as a profession. They had also been extending grants for giving aid to schoolmasters who devoted themselves to the visiting of night schools and other seminaries connected with mechanics' institutions and similar organizations. There was not, in his opinion a nobler field for the exertions of benevolent and philanthropic individuals at the present time than that in which they could render services as volunteers in evening schools for adult persons. (Hear, hear.) They had had in the metropolis some remarkable instances of the success of schools of that kind, and in those schools in which the success had been greatest it had depended on two conditions—first, a careful classification of the students, so that the young should not be mixed with the old, or the more advanced with the less advanced; and, secondly, a proper selection of the topics of instruction which were those that the class of persons frequenting the schools were the most desirous of being instructed in. In connexion with King's College, London, there were some evening schools, and there the professors left it to the students to select the subjects of instruction for themselves. A class so constituted had been formed, and it had answered admirably. The subjects most in request among the students in it had been French, Latin, and others in which the House would scarcely at first have supposed the class of persons in attendance would have any great desire to be instructed. The Working Men's College, in London, had also met with great success. That, indeed, was a means of instruction from which he hoped great things. (Hear, hear.) The Privy Council had not neglected another point —namely, industrial training both for boys and girls, which had met with every encouragement. A complaint which was frequently made, that girls in schools were not sufficiently taught needlework and domestic economy, the Privy Council had endeavoured to remedy by requiring that every girl before becoming a pupil teacher should be examined in those branches. He (Mr. Cowper,) found the returns for last year showed that while there was school accommodation for 875,000 children, the average attendance did not exceed 570,000. He believed education owed almost all its force and support to the religious bodies, and to the Government of the country. The great bulk of the owners of property and of the middle

classes, he feared, did not appreciate education to the extent that those persons did who were actively employed in carrying it on.

Mr. *Henley* said he "had privately asked his right hon. friend (Sir J. Pakington) if he would consent to limit his inquiry to the two great matters which most pressed upon the House, about which all wanted to obtain information, and to which all desired to apply a remedy. What were those two questions? One had been stated very fairly by the opposite name of "the half-time system." The larger view of it was to ascertain why children left school at so early an age, and to endeavour to apply the best remedy to the evil. He (Mr. Henley) would agree to inquire into that, for it was a most important subject, and one of great difficulty. The other point was of still greater consequence. They all knew—take this town for example, with its vast population—that an immense number of children never went to school, and never went to work. These were the most destitute part of the juvenile population, and they required the attention of the House in the first instance. No inquiry had yet been able to find out the cause of a fact which everybody knew and everybody lamented. The object of the right hon. baronet, and also of the noble lord (J. Russell) was to get a rate for education. It was due to the noble lord, (J. Russell) whose efforts in the cause every one must appreciate, to say that in every one of his motions upon the subject whether by bill or resolution he had always adopted the principle of at least requiring the Bible to be read in schools. The schoolmaster ought to be an earnest man, who would omit no opportunity of enforcing and illustrating the principles and doctrines which he taught. If children lied, and children did lie; if they stole, and children would steal; if they were crabbed and ill-natured one towards another, they ought to be told that they should not do these things, because the first two were against the commands of their God, and to be kindly, forbearing and affectionate one to another, to do unto others as they would be done by, was the command of their Saviour. (Hear.) These were things which might occur in a school every hour and every minute, and you could not enforce what you taught without putting this moral teaching on its proper foundation, without bringing then and there before the children the great truths of the Bible.

Lord *J. Russell.*—"I have, however, been so often disappointed in expectations that this House, and people generally, would agree to proposals for the promotion of education that, although disappointed, I am not surprised at the opposition which has been raised. When a proposal was made by lord Brougham, who has always been active and zealous in the cause of education, to inquire into the charitable trusts, there was an immense quantity of political opposition, and every sort of imputation was cast upon him as if he was going to rob those trusts of their property. Again, when in 1839, I, in concert with Lord Lansdowne, proposed the scheme of the Committee of Council, we were met with the greatest opposition in this House, and the first grant was only carried, after a long debate, by a majority of two, I now find the hon. gentleman who spoke with much ability at the commencement of this discussion founding himself upon the minutes of Council, de-

claring how excellent that system is, and begging us not to disturb its progress, but to rely upon its efficacy. It is a consolation to those who make advances in the face of much opposition to find, many years afterwards that what was at first denounced as perilous and injurious becomes very soon an established part of our system, which it is reckoned the duty of every true conservative to support and maintain. (Hear, hear.) Again, the minutes of 1846, when first promulgated, met with great opposition throughout the country, and petitions in great numbers were presented against them. (Hear, hear.) The last change which I had the pleasure of making in conjunction with my right honorable friend the member for Oxford University, (Mr. Gladstone, then Chancellor of the Exchequer—viz., that which established capitation grants—was not so much opposed, but it has not hitherto been carried to the extent that is necessary in order to promote generally the cause of education. (Hear, hear.) Let me remark, as the foundation of the right hon. baronet, that some gentlemen have entirely mistaken the present system. They seem to suppose that the inspectors are persons who inspect the whole education of the conntry. The Vice-President of the Committee of Council has told you that there are about 570,000 children receiving education in these schools, while according to the report of Mr. Horace Mann, which is the latest we have on the subject, but which is at the same time very general, there are 2,000,000 of persons between 5 and 15 receiving education at school. But besides that, Mr. Mann states that there are about 1,000,000 who are at work and who do not go to school. He makes another allowance for a certain number of children who are out picking pockets and thieving in the streets, and who, he says, cannot be expected to attend school while thus engaged. (A laugh.) Again, he reckons a number who are neither at work nor at school; making altogether somewhere about 4,000,000 children, of whom, as far as the reports of the inspectors are concerned, we know nothing. (Hear, hear.) The right hon. gentleman who spoke last, objects, as it seems to me somewhat inconsistently, to the proposed inquiry. He said in the latter part of his speech that children are apt to lie and steal, and that they should be taught not to lie or steal, because it is contrary to the commands of God. I quite agree with him but why? If that is to be taught to the children who attend school, it is not to be taught to those who are running about the streets and who do not go to school? (Hear.) Is it an advantage or is it not, that the children of this country should receive a religious, a moral, and a secular education? I believe it is an advantage. Some gentlemen deny that it is an advantage. With regard to them there is an end of the question, and I cannot dispute it. There are 4,000,000 or 5,000,000 children in want of education. The present system extends to only 570,000. Why is it restricted to that number? The answer is easy. It was proposed to assist by grants the means of those who were willing to build schools and carry them on, but who could not themselves provide all the resources necessary for that purpose. The hope was that the establishment of these schools would lead by example to the establishment of others, and that thus the system might spread. It was very much in the nature of an experiment, and it remained to be seen whether that education took place rapidly and generally, or whether it was a slow and partial process. The system has now been in operation

for about 18 years, and I must say that, though with those children who are under education it has been very successful, it has not spread so rapidly or so extensively as could have been wished. Let me ask then, what is to be done? You are not making any very great progress, because, I believe, if any one will look at the amount and increase of the grants, and then look at the increase of the number of children, he will find that at least the 70,000 who have been added recently to the list of scholars are receiving grants from the State to a much larger proportionate amount in money than the 500,000 who first received the benefits of the system. (Hear, hear.) If that is the case, I think it is deserving of inquiry how the system can be beneficially extended. I can conceive many ways in which it might be beneficially extended. For example, I believe that in many cases the clergy of the established church, as well as the ministers of dissenting denominations, would be willing with their congregations to contribute to a certain amount, not, perhaps, complying with all the conditions of the Committee of Privy Council, but yet making better schools than now exist. Would not that be a desirable object? (Hear, hear.) I believe we have greatly improved the quality of education, but we ought not to lose sight of quantity, and if we find in certain districts education making no progress, is it not desirable to examine whether, by restricted grants and less stringent conditions, we may not be able to extend the present system? (Hear, hear.) A bishop of the established church has told me that he thinks much might be done, and he pointed out to me that there were whole districts in his diocese in which there were no schools of any value whatever. (Hear, hear.) I have heard others who have great practical experience say that while in their own places there were schools very well conducted, that the grants of the Privy Council were not only sufficient but were munificent, you might go for 10 or 12 miles from their parishes and not find a single locality in which a valuable school existed. You cannot at present inquire into these facts; your inspectors cannot tell you anything about them. Is it not worth while then to have an investigation which shall inform you as to the actual state of things? (Hear, hear.) The right hon. Mr. Henley has truly said that in any plan of education which I have proposed I have always insisted upon at least a knowledge of the Bible being communicated to the children. I think it would be a very great misfortune if, in order to smooth over difficulties and put an end to jarring among different sectaries, any system of secular education were established by which religion should not be made the foundation of the instruction to be imparted in the schools. (Hear, hear.) I cannot but think that mere secular education would be regarded in this country in no other light than as being adverse to the Bible. (Hear, hear.) The people of England may, however, in my opinion, without adopting any such scheme, or indeed any very general scheme, be induced to extend that system of education which is already in force. It is said that the appointment would be productive of considerable expense. I may, however, remark that, as we have been told this evening 600,000*l.* are annually spent for educational purposes, we may very legitimately endeavour, by means of the labour of the proposed commission, to ascertain whether that sum might not be so managed as to go further than it now does in the extension of education in this country. (Hear, hear.) I am, then, of opinion that

if this motion be carried a very considerable object will be effected. It binds us to no particular system of education, while it lays the groundwork of future improvement. We possess in this country the inestimable advantage which the people enjoy in being at liberty to read at their schools the great works of our English authors. They are brought up in habits of liberty suitable to our constitution. No compulsory action could produce anything like the advantages which result from that freedom, and I for one cannot give my assent to any scheme which would tend to deprive them of its happy influence." (Cheers.)

Sir *J. Pakington*, with the leave of the House, then withdrew his original motion, and proposed another in the following terms:—"That an humble address be presented to Her Majesty, that she will be graciously pleased to issue a commission to inquire into the present state of popular education in England, and to consider and report what measures, if auy, are required for the extension of sound and cheap elementary instruction in all classes of the community."

The House divided, when there were—Ayes, 110
Noes, 49

Majority for the motion, 61

Appendix F.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1.—Revised Terms of Admission into the Normal School, Toronto.

(Adopted by the Council of Public Instruction for Upper Canada, on the 24th day of August, 1858.)

The Council of Public Instruction, anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of students at that Institution.

Ordered, 1. That the semi-annual Sessions of the Normal School shall be held as follows: (1) The Winter Session shall commence on the 8th day of January and close on the 22nd day of June. (2) The Autumn Session shall commence on the 8th day of August and close on the 22nd day of December of each year; (and if those fall upon Sunday, the day following,) each Session to

be concluded by an examination conducted by means of written questions and answers, and followed by a vacation as prescribed.

2. That no male student shall be admitted under eighteen years of age, nor a female student under the age of sixteen years. (1) Those admitted must produce certificates of good moral character, dated within at least three months of their presentation, and signed by the clergyman or minister of the religious persuasion with which they are connected. (2) They must be able, for entrance into the Junior Division, to read with ease and fluency; parse any common prose sentence, according to any recognized authority; write legibly, readily and correctly; give the definitions of Geography; have a general knowledge of the relative positions of the principal countries, with their capitals; the ocean, seas, rivers, and islands of the world; be acquainted with the fundamental rules of arithmetic, common or vulgar fractions, and simple proportion. (3) They must sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

3. That upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the School.

4. That the Teachers in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

5. That a sum at the rate of five shillings per week, (payable at the end of the Session) shall be allowed to each Teacher in-training, who, at the end of the *first or second Session*, shall be entitled to either a first or second class Provincial Certificate; but no Teacher in-training shall be entitled to receive aid for a period exceeding two Sessions, nor unless a higher class (*not grade*) of provincial certificate be obtained.

6. That all candidates for admission into the Normal School must present themselves during the *first week* of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress, and observance of the General Regulations prescribed by this Council.

7. That all communications be addressed to the Reverend Dr. Ryerson, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Upper Canada.

No. 2. Programme of the Entrance Examination and Course of Study in the Normal School for Upper Canada. (Approved by the Council of Public Instruction, on the 24th day of August, 1858.

Subjects.	For Entrance into Junior Division.	For Second Class Certificate in Junior Division, or for Entrance into Senior Division.	For Ordinary First Class Certificate in Senior Division.
ENGLISH	Read with ease and fluency. Parse a common prose sentence according to any recognized authority.	Read prose with correct emphasis, intelligence, and inflexion of voice. Rules of Spelling (spelling-book superseded). General principles of the philosophy of Grammar. Analyse and parse any prose sentence. Principal Greek and Latin Roots, Prefixes and Affixes. Prose Composition on any simple subject, with correct punctuation, &c.	Read Poetry and Oratorical Addresses with fluency and expression—Principles of Reading—Science of Language—General Grammar—Analysis and Parsing of Sentences in Prose and Verse—Changes of construction. Structure of Propositions and Sentences. Etymology — Changes effected in Roots. Correct letter-writing, as regards composition and mechanical arrangement. Composition on any given subject. History of the Origin and Literature of the English Language.
WRITING	Write legibly, readily and correctly.	To write a bold rapid running hand.	
GEOGRAPHY.	The definitions—General knowledge of the relative positions of the principal countries, with their capitals — the oceans, seas, rivers and islands of the world.	The relative positions of all the countries of the world, with their principal cities and physical features; the Islands; Hodgins' Geography of Canada; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized."	Use of the Globes (Keith)—Geography of England, Ireland, Scotland, and the United States—British Colonies (Hodgins) — Rudiments of Physical Geography—(Somerville) — Structure of the Crust of the Earth.
HISTORY....	None	General History of the World, from the Creation to the present time, as sketched in 5th book of lessons. Chronological Chart.	Histories of England and Canada. Philosophy of History.
EDUCATION AND THE ART OF TEACHING	None.....	The general principles of the science of Education—General plan of School organization—Practice of teaching as exemplified in *Junior* divisions of the Model School.	The science of Education applied to the teaching of Common Schools—Methods of teaching the different branches — Practice thereof with *senior* division, Model School—Organization of Central Schools — Dimensions and structure of School houses—Furniture and Apparatus.
* MUSIC	None.....	Hullah's System.	Hullah's System.
DRAWING ...	None	None.	Facility in making perspective outline sketches of common objects.
BOOK-KEEPING.....	None	The Rudiments.	Single and Double Entry.

* Not required of those who are naturally disqualified.

No. 2. Programme of entrance Examination, &c.—(Continued.)

Subjects.	For Entrance into Junior Division.	For Second Class Certificate in Junior Division, or for Entrance to Senior Division.	For Ordinary First Class Certificate in Senior Division.
ARITHMETIC AND MENSURATION.	Fundamental Rules, Vulgar Fractions, and Simple Proportion.	Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal), Proportion (Simple and Compound), Practice, Percentage (including Simple Interest, Insurance, Brokerage, &c.,) Square and Cube Roots, Mensuration of Surfaces, and Mental-Arithmetic.	Review past subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids.
ALGEBRA ...	None	Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trinomials, Resolution into Factors, Involution, Square of Multinomials, Expansion of $(a \pm b)^n$, Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbol so $\frac{0}{0}, \frac{a}{0}, \infty$, and —, Simple Equations.	Review past subjects of Junior Division — Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomial Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Fractions, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Biquadratic Equations.
EUCLID, ...	None	Books I and II with Exercises (Potts).....	Books III, IV, VI and Definitions of Book V. Exercises on Six Books (Potts.)
NATURAL PHILOSOPHY.	None	Properties of Matter, Statics, Hydrostatics, Dynamics, and Hydrodynamics, Human Physiology.	Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology.
CHEMISTRY .	None	None	Constitution of Matter, Chemical Nomenclature, Symbols. Laws of Combination, Chemical Affinity, Crystallization. Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminum, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine and their principal compounds, Nature of Soils, of Organic Bodies, Germination of the Seed, Development of the Plant, Source of Carbon, Hydrogen and Nitrogen, &c., in Plants, Products of Vegetable growth, Woody Fibre, Gum, Starch, Sugar, Gluten, &c., Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, Action of Manures, &c.

No. 3. Additional qualifications for Honor First Class Provincial Certificates.

I. Each candidate to have held an Ordinary First Class Provincial Certificate for one year.

II. To give evidence of having been a successful Teacher.

III. To stand an examination in the following subjects in addition to those necessary for an Ordinary First Class Certificate, viz. :—

1. English History and Literature.
2. Canadian Geography and History.
3. Outlines of Ancient and Modern Geography and History.
4. Latin Grammar and Books IV, V, and VI of Cæsar's Commentaries.
5. Outlines of Geology and Astronomy.

III. (*Continued.*)

6. Science of Teaching, School Organization, Management, &c.
7. Logic, and Mental and Moral Philosophy (Whately & Stewart).
8. Algebra—General Theory of Equations Imaginary Quantities.
9. Euclid—Books XI and XII.
10. Trigonometry, as far as solution of Plane Triangles (Colenso).
11. Inorganic Chemistry (Gregory's Handbook).
12. The principles of Book-keeping, Music and Drawing.

No. 4. List of Text Books used in the Normal School for Upper Canada.

The use of which is gratuitously allowed to Teachers in-training during their attendance at the School.

National First Book of Lessons.
National Second Book of Lessons.
National Third Book of Lessons.
National Fourth Book of Lessons.
National Fifth Book of Lessons.
Sullivan's Spelling Book Superseded.
National English Grammar.
National Art of Reading.
Spalding's English Literature.
Hodgins' Geography and History of Canada and of the other British Colonies.
Sullivan's Geography Generalized, and Somerville's Physical Geography.
National Arithmetic.
National Book-Keeping.
National Mensuration.
Pott's Euclid.
Colenso's Algebra (Part I.)
Tomlinson's Rudimentary Mechanics.
Fownes' Rudimentary Chemistry.
Hullah's Manual of Music.
Art Examples (Dept. Science and Art.)
A Slate.
Two Note Books.
A Writing Book.

EDUCATION OFFICE,
Toronto, September, 1858.

No. 5.—Provincial certificates granted by the Chief Superintendent of Education.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted to the undermentioned students of the Normal School, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada :—

"XLIV. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, to give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such certificate shall be given to any person who shall not have been a student in the Normal School."

The certificates are divided into classes, in accordance with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked.

Each certificate is numbered and recorded in the register of the Department in the following order:—

Nos. 1 to 685 are given in detail on pages 218–223 of the Report for 1856.

Nineteenth Session, 1857-58.—Dated 15th April, 1858.*

MALES.

First Class.—Grade A.

686 Anderson, William Walker.
687 Baikie, John (624.)
688 Bond, William (*a.*)
689 Cosby, Alfred Morgan (628 *b*)
690 Kinney, Robert (629.)
691 Moore, Richard (535) (*b.*)
692 Nichol, William (536.)
693 Nichol, Peter (633.)
694 Thompson, James (*b.*)

First Class.—Grade B.

695 Currie, Peter (*a*) (*b.*)
696 McKay, John Wood.
697 Morris, James (*a*) (*b.*)
698 Rathwell, William.

First Class.—Grade C.

699 Boag, Joseph (612.)
700 Duncan, James.
701 Mitchell, John (385.)

Second Class.—Grade A.

702 Doan, Robert Wilson.
703 *Obtained 1st Class* 776.
704 Frazer, William.
705 Kean, John Russell (*a*) (*b.*)
706 *Same as* 797.
707 Patterson, James Centenary.
708 Thompson, Alexander (*b.*)

Second Class.—Grade B.

709 Henderson, Gregg.
710 McGee, Alexander.
711 Maxwell, Henry William.
712 Robinson, John.

Second Class—Grade C.—(*Continued.*)

(*Expire one year from date.*)

713 Brine, Henry James.
714 Burns, Robert.
715 Forrest, John (*a.*)
716 Foster, Jesse.
717 *Same as* 790.
718 *Same as* 792.
719 Hillock, Moses.
720 *Same as* 793.
721 McLelland, John (*b.*)
722 Maxwell, James.
723 Pysher, David.
724 *Same as* 810.
725 Snell, Charles (*b.*)
726 Windsor, Francis (*b.*)

FEMALES.

First Class.—Grade A.

727 Campbell, Sarah Anne (650.)
728 Clark, Annie Lydia (*a.*)
729 Farrow, Elizabeth (660.)
730 Hayes, Almira.
731 McElroy, Maria (656) (*a.*)
732 Shenick, Adeline (473) (*a.*)
733 Sudborough, Esther (302) (*a*)

First Class.—Grade B.

734 Armstrong, Martha.
735 Brown, Maria (649.)
736 Cattanach, Anna Jane (652)
737 Currie, Mary.
738 Currie, Menzies (674) (*a.*)

First Class.—Grade C.

739 Adams, Lucinda Ruth.
740 Blackburn, Mary (671.)

First Class.—(*Continued.*)

741 Blain, Kate (*b.*)
742 Dickinson, Eliza.
743 Newman, Mary Hargrave (679)
744 Robinson, Eliza (657.)

Second Class.—Grade A.

745 Agar, Ellen (668) (*b.*)
746 Blackburn, Jane (*b.*)
747 McCallum, Elizabeth.
748 McKay, Dorothy.
749 Morgan, Eliza Sarah (*b.*)
750 *Obtained 1st Class*, 828.
751 Stevenson, Mary Eliz. (*b.*)
752 Sudborough, Sarah Anne (*a*) (*b.*)

Second Class—Grade B

753 Betts, Eliza Ann.
754 Good, Rosa.
755 Hamilton, Sarah Maria.
756 Kellock, Agnes.
757 Liddell, Chris. Blair (*a*) (*b.*)
758 *Same as* 855.
759 *Same as* 844.
760 Morgan, Eliza (*a.*)
761 Rogers, Christina (681.)

Second Class—Grade C.

(*Expire one year from date.*)

762 Burr, Hester.
763 *Same as* 865.
764 *Same as* 866.
765 *Same as* 851.
766 McCann, Susan.
767 Proctor, Sarah Anne.
768 *Same as* 847.
769 Thompson, Jane.
770 Wilson, Margaret.

Twentieth Session, 1858,—Dated 15th October, 1858.

MALES.

First Class.—Grade A.

771 Disher, John Clark.
772 Ganton, Stephen.
773 Kellough, Thomas (*a.*)
774 Tye, George Archer (*b.*)

First Class.—Grade B.

775 Clark, Charles (118.)
776 Elliott, Thomas (703) (*b.*)
777 McCaig, Donald.
778 McKay, John (458.)
779 McLean, Archibald (617) (*a.*)

(*a*) Qualified to teach Elementary Blackboard Drawing.
(*b*) Qualified to teach Hullah's System of Vocal Music.
* The figures in brackets are the numbers of previous certificates.

Twentieth Session—(*Continued.*)

780 Rose, John George (*a*) (*b.*)
781 Warburton, George Henry.
782 Wright, George Wesley (*a.*)

First Class.—Grade C.

783 Hankinson, Thomas.
784 Kennedy, Alexander.

Second Class.—Grade A.

785 Baumwart, Owen (637.)
786 Baird, Alexander Kennedy.
787 Blackwood, Robert.
788 Bruce, George.
789 Fairbairn, Robert.
790 Fraser, Mungo (717) (*a*) (*b.*)
791 Galloway, William.
792 Grant, Robert (718.)
793 Irwin, James (720.)
794 Knight, James Henry (*a*) (*b.*)
795 McCulley, Alfred.
796 McGregor, Norman R.
797 Newman, John Byron (706.)
798 Patterson, James.
799 Pearce, Thomas (*a.*)
800 Rolls, Alfred (*b.*)

Second Class.—Grade B.

801 Curry, Robert Nicholas.
802 Foster, Richard.
803 Hewson, Edmund Thomas.
804 Jenkins, John Fletcher.
805 Luton, Leonard.
806 Luton, James Lyman.
807 Matthews, Wm. Loader (*a.*)
808 McEachern, Donald.
809 Robertson, John.
810 Scoles, John (724.)
811 Peters, Henry Sanders.

Grade C.

(*Expire one year from date.*)

812 Beach, William Godkin (*a.*)

Second Class.—(*Continued.*)

813 Bielby, William.
814 Brodie, James.
815 Cann, Samuel Bracheton.
816 Duncan, Alexander.
817 Hodgins, Thomas.
818 McLennan, Simon.
819 Malloy, Alexander.
820 Bates, James Marshall.
821 Milne, William.
822 Rutledge, James.
823 Walker, Thomas.
824 Way, Daniel Sherman.

FEMALES.

First Class.—Grade A.

825 Wilkes, Marcella (*b.*)

First Class.—Grade B.

826 Hatton, Mary Victoria (*b.*)
827 Maguire, Anna Margaret (*a*)(*b.*)
828 Nichol, Margaret Elliot (750.)
829 Rose, Catherine (*a*) (*b.*)
830 Walker, Mary.

First Class.—Grade C.

831 Bisbee, Julia Elizabeth.
832 Gillies, Mary (571.)
833 Robinson, Mary.
834 Slocombe, Mary Ann.
835 Lamb, Martha.

Second Class.—Grade A.

835 Allan, Mary Kennedy.
836 Bethel, Sarah (484) (*b.*)
837 Guthrie, Margaret.
838 Henderson, Robina Isabella.
839 Holmes, Emma Elizabeth.
840 Kennedy, Susie (677.)
841 McCulley, Esther.
842 Magan, Frances Ann (*a.*)
843 McDavid, Mary.

Second Class.—(*Continued.*)

844 Morgan, Augusta Anna (759.)
845 Morton, Mary.
846 Porter, Agnes.
847 Tidey, Martha Vict. (768) (*b.*

Second Class.—Grade B.

848 Allen, Maria (*a.*)
849 Davis, Jane Eliza.
850 Forster, Mary Rachel.
851 Hamilton, Susie (765.)
852 Hayne, Caroline (*b.*)
853 Johnston, Martha Jane (*b.*)
854 Kessack, Lydia Jane.
855 McBean, Janet (758.)
856 McLoughlin, Mary Ann.
857 Magan, Mary Josephine (*a.*)
858 Murdie, Mary Jane (*b.*)
859 Murray, Elizabeth.
860 O'Leary, Mary.
861 Pratt, Cornelia Augusta.
862 Ramsey, Cynthia.
863 Stewart, Margaret Elizabeth.
876 Kellock, Agnes.

Second Class.—Grade C.

(*Expire one year from date.*)

864 Barnard, Sarah (492.)
865 Chesnut, Harriet Henrietta (763.)
866 Evans, Jessie (764.)
867 Gardiner, Ann.
868 Gardiner, Elizabeth.
869 Harper, Jane.
870 Hurd, Helen Marr (*a.*)
871 Lloyd, Charlotte.
872 Martin, Elizabeth (*b.*)
873 Serson, Mary.
874 Young, Caroline.
877 Wilson, Helen.

Total number of certificates granted	877
Expired	44
Obtained Second Certificates in same Class	26
Obtained higher Certificates	89
	— 159
Total Certificates valid	718

(Certified,) ALEXANDER MARLING,
Registrar.

Appendix G.

THE GRAMMAR SCHOOLS OF UPPER CANADA.

I. Model Grammar School.

[The Model Grammar School has been established under the authority of the first clause of the first section of the Grammar and Common Schools Improvement Act of 1855, (18 Vict., chap. 132,) as follows:—" 1. A sum not exceeding one thousand pounds per annum, may be expended under the direction of the Council of Public Instruction for the establishment and maintenance of a Model Grammar School, in connexion with the Normal and Model Schools for Upper Canada, including also any expenses which may be incurred in the examination of Candidates for Masterships of Grammar Schools."]

No. 1.—Rules for the Government and Discipline of the Model Grammar School for Upper Canada.

Approved by the Council of Public Instruction, on the 6th of August, 1858.

The government and discipline of the Model Grammar School for Upper Canada are lodged in the hands of the Council of Public Instruction, which, while it reserves to itself the right of finally dismissing or expelling any pupil, has entrusted the ordinary routine of discipline to the Rector, subject however, to the following rules:

Discipline.

1. Breaches of discipline shall be divided into ordinary and extraordinary.

2. Ordinary offences are those which do not imply on the part of the pupil a direct purpose to create disorder, and these shall be made known officially to the pupils as the exigencies of the school may require.

3. Extraordinary offences are those which imply, on the part of the pupil, any kind of intentional disorder, or otherwise specially aggravated.

4. A demerit mark of *one* shall be the penalty attached to each of these ordinary offences on their first occurrence; but should the offence be committed after the pupil has been specially warned by the Master, a record shall be made to that effect, and a demerit mark of *two* be inflicted, and an additional demerit mark for every additional warning. In no case, however, shall the demerit mark be increased by repetition, or otherwise, beyond *five*.

5. The demerit for lateness and absence, unless excused by the Rector, shall be marked as follows: five minutes late, 1; ten minutes, 2; fifteen minutes, 3; absent the whole hour, 5. Truant-playing shall be dealt with as an extraordinary offence.

6. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency, and then the Rector's consent must first be obtained.

7. Any pupil having presented a note or other writing falsely purporting to be signed by his parent, guardian, or by other responsible persons, shall be deemed guilty of a very grave offence, and shall be dealt with accordingly.

8. Each Master before leaving school shall daily record in the "Register of Conduct," the marks for misconduct made by him during the day, and these shall be transferred by the Rector to the "Demerit Book."

9. In the case of aggravated offences, the Master shall either record the offence in the "Register of Conduct," or send the offender at once to the Rector, who shall deal with him according to his discretion.

10. When a pupil's demerit marks during any three successive months of the same session, amount to 60, it shall be the duty of the Rector to suspend him until the next stated meeting of the Masters, and to notify his parent or guardian accordingly. If then, the pupil and his parent or guardian appear, and lead the Rector and Masters to believe that in future there will be a decided reform, they may re-admit him on trial, or, with the approbation of the Chief Superintendent of Education, continue his suspension from week to week until the next meeting of the Council of Public Instruction.

11. Should the demerit marks of a pupil thus re-admitted on trial again amount to 60 within the next three months, he shall be suspended by the Rector for one month, after which time, the Rector and Masters may, with the approbation of the Chief Superintendent, re-admit him a second time on trial, or continue his suspension as before stated.

12. Should a pupil on his second or any subsequent trial, again, within three months, accumulate demerit marks to the amount of 60, the Rector shall suspend him indefinitely, and report the case to the Council of Public Instruction.

13. Every case of continued suspension shall be reported to the Council of Public Instruction at their next meeting.

14. Every pupil shall be deemed disqualified to compete for the special honours at the examinations, if his general conduct has not been satisfactory.

15. For any one act of gross misconduct, or a violent or wilful opposition to his authority, or that of any Master, the Rector may suspend a pupil, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Council of Public Instruction; but no pupil shall be expelled without the authority of the Council.

16. All suspensions shall be recorded on the minutes.

17. The Rector and Masters may at any time, and during any stage in the process of discipline, recommend the expulsion of a pupil to the Council of Public Instruction.

18. When any class or any pupil has behaved throughout the week with marked propriety, the Rector and Masters may cancel a certain number of the demerit marks of that class or pupil, it being understood that this cancelling does not affect future demerit marks, or those given for extraordinary breaches of discipline.

19. No pupil shall be advanced with his class at the end of the term, who in the examinations upon the studies of the class shall fail to obtain 40 per cent. of the marks for the 1st and 2nd classes, 45 for the 3rd, and 50 for the 4th class; and no pupil on completing the course shall obtain a Certificate of Distinction whose average is less than 75; nor a Certificate of Merit with an average less than 60. In both cases the conduct must have been excellent in every department.

20. A pupil may be promoted by the Rector to a higher class at any time on the recommendation of his Master, if his age and general attainments appear to render it expedient.

21. The Rector alone shall inflict corporal punishment, and only when such shall seem to him absolutely necessary.

22. The stated meeting of the Rector and Masters shall be held every Friday, at 4 30, P.M.

The manner in which the ordinary class honors are determined is as follows:

Each Master keeps a "Daily Register" of the marks and of the conduct of each pupil. At the end of the month the various class marks are added together, and the average of the pupil's marks in each subject of study is found by dividing his sum by the number of recitations. All his averages are then added together, and to the sum is added, proportionally, his demerit marks, and the combined result being divided by the number of his averages, gives his monthly average. A similar result is obtained for each month of the session. The averages of the various months are then combined, and give the "Average of Monthly Results." At the end of each quarter, the pupil is subjected to a rigorous written and oral examination on his studies—it being so arranged that the classical and modern languages alternate with the mathematical and scientific department. The marks thus obtained give the "Examination Average," which is added to the "Average of Monthly Results," and the combination of these two constitutes the "SESSION AVERAGE" which determines the order of merit for the class honors.

In submitting this plan of discipline, the Rector adds the following remarks:

To render the foregoing rules really efficient, I purpose adopting the following routine:

1. A monthly report shall be sent to each parent or guardian, by which he shall

be regularly advised of his son's or ward's conduct and standing in the various branches of study. These the parent, after signing, shall cause to be delivered to me. —But as these are sometimes signed as a mere form, and a pupil is thus allowed gradually to accumulate, often through mere thoughtlessness, a pretty large account of demerit marks, and thus become exposed to severe penalties, I shall, whenever the demerit marks amount to 25, call the immediate attention of the parent to the danger. By explaining to him the nature of the demerit marks, I shall secure his coöperation in resisting the beginnings of evil—one of the great objects of a sound education. Moreover, I shall furnish him with a daily report of his son's conduct, so that he may, by constant and steady pressure, bring about the desired change, which no sudden or violent effort could have effected. The parent also of every pupil admitted on trial after suspension shall be furnished with a similar daily report.

2. By adopting the plan here sketched, every pupil will be made to feel that the honors of the school must be obtained by good conduct as well as by superior abilities, as every demerit mark will materially affect the average of scholarship which determines his standing in the class. The pupils will thus be more than educated; they will be trained. No violent measures, but a moderate pressure steadily applied and everywhere felt, will be the guiding principle of the system, and the habits, thus gradually and almost unconsciously formed, of punctuality and exactness in the discharge of every duty will be the best guarantee for the future.

3. It would be no difficult matter, by a system of terror and repression, to secure perfect outward obedience and order, or rather unnatural stillness in every class, but as those motives exist only at school, and are wholly different from those by which our conduct in after life is to be influenced, I consider the method proposed as most important, viewed educationally. For under the common system of terror the intellect cannot be fully developed, the conscience will not be educated, no habit of self control will be cultivated, the harmonious development of our wers cannot be effected, and a very erroneous estimate of the real accountabilities of life will be formed, or rather, the pupil will have little or no idea of future accountability.

4. According to the foregoing plan of discipline, a punishment invariably follows immediately upon the offence, while at the same time the pupil is trained to the habit of calculating the more serious and lasting consequences, by looking forward to the end of the month, the end of the quarter, the end of the term, the end of the year, and the end of his course, before entering the university or upon the more immediate duties of life. At each of those points, he feels to his cost the consequence of every neglected lesson or mis-spent hour, and I cannot help thinking that the youth who has thus grown up in the habit of regarding a future accountability, and of governing his conduct accordingly, enters upon the arena of life fairly armed against most of the temptations of life, to which a youth, accustomed to the special stimulants and terrors known only at school, would fall an easy prey.

GEORGE R. R. COCKBURN, M. A.,
Rector.

No. 2. Model Grammar School Time Table.

A.M.		P.M.	
9 to 9·15	Prayers.	12·30 to 2·0	Recess.
9·15 to 10·45	Classes.	2·0 to 4·15	Classes.
10·45 to 11·0	Play.	4·15 . .	Prayers.
11 to 12·30	Classes.	4·30 . .	Dismissal.

Parents and Guardians are respectfully informed that their sons or wards have certain lessons prescribed for every evening, and they are *particularly* requested to allow no arrangements to interfere with the due preparation of them. From two-and-a-half to three hours and a half are required for that purpose, according to the class and ability of the pupil.

Pupils who do not go home during the recess from 12·30 to 2 P.M., may, during inclement weather, obtain the Rector's permission to pass the time in the School Library.

A Lavatory, with every convenience, has been provided; and each pupil has a private box or compartment for his books, luncheon, &c.

Particular care must be taken of the buildings, internal fittings, and furniture. Writing or marking on the wall, throwing stones or other missiles; cutting the desks, forms, or otherwise defacing the furniture,—are strictly forbidden. Any injury committed in these respects is repaired at the expense of those implicated, and will be otherwise punished.

Pupils are required to maintain a neat and gentlemanly appearance in their dress, as well as a gentlemanly demeanour towards each other.

Any suggestions regarding the character and treatment of their sons, will be gratefully received from parents.

GEORGE R. R. COCKBURN, M. A.,
Rector.

No. 3. Course of Instruction in the Model Grammar School for Upper Canada.

The Model Grammar School, established by the Council of Public Instruction for Upper Canada, is mainly intended to exemplify the best method of teaching the branches required by law to be taught in the Grammar Schools, especially Classics and Mathematics, as a model for the Grammar Schools of the country. It is also intended that the Model Grammar School shall, as far as possible, secure the advantages of a *Normal Classical* School to candidates for masterships and teacherships in the Grammar Schools; but effect cannot be given to this object of the Model Grammar School during the first few months of its operation. The utmost

care has been taken to select duly qualified and able Masters. The following are the regulations which have been adopted in regard to the opening of the School:

Extract from the Minutes of the Council of Public Instruction, dated the 30th March, 1858.

Ordered, 1. That the Model Grammar School shall be opened for the admission of pupils on the second Monday in August, 1858.

2. That the qualifications for admission shall be the same as those required for admission into the County Grammar Schools, as follows:—Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly and correctly any passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose; and 6. Must be acquainted with the definitions and outlines of Geography.

3. That the subjects of instruction shall be the same as those appointed for the County Grammar Schools.

4. That no persons shall be admitted to the Model Grammar School who do not purpose taking up the prescribed course of instruction.

5. That the Scholastic Terms shall be the same as those appointed for the County Grammar Schools, viz:—There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the 7th January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the 15th October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the 22nd December.

6. That three pupils from each County, and two from each City in Upper Canada shall have the prior right of admission; and if any County or City shall not avail itself of this privilege, then other duly qualified applicants shall be admitted in the order of their applications.

Explanatory Memorandum on the foregoing.

1. The regular curriculum of five years embraces an extended course of instruction in Latin, Greek, Mathematics, French, German, English Grammar, Literature and Composition, History and Geography, both Ancient and Modern, Logic, Rhetoric, and Mental Science, Natural History and Physical Science, Evidences of Revealed Religion, the usual Commercial Branches, Drawing, Music, Gymnastic and Drill Exercises; the more advanced Students will also attend Lectures in the various departments of Literature, Science and Art. (See programme on page 347)

2. Only one hundred pupils will be admitted.

3. Accordingly, the numbers in each class will be strictly limited, in order that a due regard may be paid to the peculiar temper and disposition of each pupil, and that the utmost efficiency may be secured in the cultivation of the intellectual faculties, and the inculcation not only of the principles but of the practice of a high-toned morality.

4. The School contains large and well ventilated Class-rooms, with ante-rooms, a Library, Laboratory, and a Hall for assembling the whole school. The most recent improvements in school architecture and school furniture have been adopted. A play-ground of several acres is attached, with gymnastic apparatus, and covered sheds for exercise in wet weather.

5. The course of instruction is so arranged as to prepare and strengthen the mind for the more severe study of each succeding year.

6. By the peculiar system of discipline adopted, the conduct and application of the Pupils will be regulated by motives similar to those by which our conduct in after life is influenced, and the various honours will be made to depend as much on good conduct as sound scholarship.

7. Pupils from a distance can board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family, at the request of his parents.

8. There are four Scholastic Terms in the year, and the fee at present is five dollars per quarter, payable in advance.

9. All applications for admission to be transmitted in writing to the Chief Superintendent of Education for Upper Canada.

No. 4. Circular to Heads of Municipal Councils in Cities and Counties in Upper Canada, transmitting the foregoing Programme.

Sir,—I have the honor to transmit you herewith a Programme of the opening, and course of instruction to be pursued in the Model Grammar School for Upper Canada.

As it is a Provincial, and not a local, Institution, the Council of Public Instruction has resolved to apportion the pupils to be admitted to each County and City in Upper Canada.

The object of this Circular is to bring the subject under the notice of the Council over which you preside, in order that if the Council should think proper at present, or at any future period, to select by examination before a Committee or Board of Examiners appointed for that purpose, three of the most meritorious pupils

within its jurisdiction, and assist them by scholarships or bursaries, to attend the Model Grammar School, the preference would be given to them over all other applications from the same County.

I will only add that it is intended that the School shall be in reality what its name imports,—a Model Grammar School for Upper Canada.

I have the honor to be,
Sir,
Your obedient servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, 8th June, 1858.

II. THE COUNTY GRAMMAR SCHOOLS.

No. 5.—Programme of Studies, and General Rules and Regulations for the Government of County Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vic. cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATIONS.

1. The fifth section of the Grammar School Act requires "That in each county grammar school provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of mechanics and natural philosophy, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto, according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved of by the Governor General in Council; Provided always, that no grammar school shall be entitled to receive any part of the grammar school fund, which shall not be conducted according to such programme, rules and regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law it is clearly the object and function of grammar schools not to teach the elementary branches of English, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction of Upper Canada, after mature deliberation, has adopted the following regulations, which, according to the fifth sec-

tion, and the fifth clause of the 11th section of the Grammar School Act, 16 Vic., chapter 186, are binding upon all boards of trustees, and officers of grammar schools throughout Upper Canada.

Section 1.—Qualifications for the Admission of Pupils to the Grammar Schools.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the summer vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each term. The examinations for the admission of pupils shall be conducted by the head master, as also examinations for such scholarships, exhibitions, and prizes as may have been instituted by municipal councils as authorized by law,* or by other corporate bodies, or by private individuals. But the board of trustees may, if it shall think proper, associate persons with the head master in the examinations for such scholarships, exhibitions, or prizes.

2. Pupils, in order to be admitted to the Grammar School, must be able,—1. To read intelligibly and correctly any passage from any common reading-book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements

---

* The *Upper Canada Municipal Institutions Act* of 1858, 22 Vict. chap. 99, section 279, enacts that the municipal council of every county and city may pass by-laws for the following purposes:—

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

4. *Common School Pupils.*—For making similar provision for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar Prizes, in the University of Toronto and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County as the Council deems expedient for the encouragement of learning amongst the youth thereof.

of English grammar, and be able to parse any easy sentence in prose; and, 6. Must be acquainted with the definitions and outlines of geography.

The following Scholarships are offered for competition at the Matriculation Examinations in the University of Toronto:

1. *In the Faculty of Arts* (each of the value of £30 per annum), 2 in the Greek and Latin Classics, with History and Geography; 2 in Mathematics; 1 in Modern Languages, with History and Geography; 3 for General Proficiency in the "pass" subjects appointed for all Students. See subjects on page 348.

2. *In the Department of Agriculture*, 1 of the value of £30. The subjects of examination are as follows: English Grammar and Composition. Arithmetic, including Mensuration. Euclid, B. 1. Outlines of English History to the present time [Chambers' History of British Empire.] Outlines of Modern Geography. Geography of the British Empire including her Colonies. Principles of Practical Agriculture [Stephens' Catechism.]

3. *In the Department of Civil Engineering*, 1 of the value of £30. The subjects of examination are as follows: Arithmetic. Algebra [Colenso's.] Euclid; B. I. II. III. IV. and Def. of V. and VI. [Colenso's edition of Simson's.] Nature and use of Logarithms [Colenso's.] Plane Trigonometry, as far as plane triangles [Colenso's.] English Grammar and Composition. French Grammar. Voltaire, Histoire de Charles XII. Outlines of English History to present time. [Chambers' History of the British Empire.] Outlines of Modern Geography [Putz and Arnold's Manuals of Ancient and Modern Geography.] Geography of the British Empire, including her Colonies. Drawing.

4. *In the Faculty of Medicine*, 2 of the value of £30 per annum each. The subjects of examination are as follows: Sallust, Catiline. Ordinary rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. First four rules of Algebra [Colenso's.] English Grammar and Composition. Outlines of English History to the present time [Chambers' History of the British Empire.] Outlines of Ancient and Modern Geography [Putz and Arnold's Manuals.] Elements of Chemistry [Chambers' Educational Course.] An elementary view of the structure and arrangement of the Animal Kingdom. [Carpenter's or Patterson's Zoology, or Rudiments of Zoology in Chambers' Educational course.] Elements of Botanical Science, structural and systematical [Henfrey's Rudiments of Botany, Balfour's Outlines of Botany, or Gray's First Lessons in Botany.] Candidates for Scholarships will be examined in the following additional subjects: Homer, Iliad, B. I. Horace, Odes, B. I. Translation into Latin Prose. Algebra as far as Quadratic Equations, inclusive. Euclid, B. I. French Grammar. Voltaire, Histoire de Charles XII.

5. *In the Faculty of Law*, 4 of the value of £30 per annum each. The subjects of examination are as follows: Xenophon, Anabasis, B. I. Horace, Odes, B. I. & III. Translation into Latin Prose. Arithmetic, Euclid, B. I. II. & III. Algebra, as far as Quadratic Equations inclusive. [Colenso's.] English Grammar and Composition. French Grammar. Voltaire, Histoire de Charles XII. Outlines of English History to present time. [Chambers' History of the British Empire.] Outlines of Roman History to the death of Nero. Outlines of Grecian History to the death of Alexander. Outlines of Ancient and Modern Geography. [Putz and Arnold's Manuals of Ancient and Modern Geography.] Blackstone's Commentaries, Vol. I. N.B.—Candidates for Matriculation in Law, may omit either French or Greek, at their option.

Section 2.—List of Text Books for Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction, under the authority of the 6th section of the Grammar School Act, 16 Vic., ch. 186.

[Note.—*The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each school.*]

1. *Latin.*

Arnold's First, Second and Third Book. Arnold's Prose Composition.
Andrews and Stoddart's Latin Grammar. Anthon's Latin and English Dictionary.

Bullion's (Adam's) Grammar.
Edinburgh Academy Rudiments.
Eton Grammar.
Kaltschmidt's Latin — English Dictionary.

2. *Greek.*

Arnold's First Book.
Arnold's First Prose Composition.
Arnold's Second Prose Composition.
Arnold's Reading Book.
Bullion's Grammar.
Edinburgh Academy Rudiments.
Eton Grammar.
Anthon's Prosody.
Liddell and Scott's Greek Lexicon, (Abridged.)
Donnegan's Greek Lexicon.

Classical Dictionaries, &c.

Smith's Classical Dictionary.
Smith's Smaller Classical Dictionary, and the Dictionary of Antiquities.
Rich's Companion to the Latin Dictionary and Greek Lexicon.
Baird's Classical Manual.

3. *French.*

Merlet's Grammar.
Merlet's Le Traducteur.
Merlet's Dictionary of Difficulties.
Arnold's First Book.
Arnold's Vocabulary.
Noël and Chapsal's Grammar.
Collot's Pronouncing Reader.
Collot's Interlinear Reader.
Collot's Anecdotes and Questions.
Collot's Dialogues and Phrases.
Collot's French and English Dictionary.
Surrenne's New Manual.
Spiers and Surrenne's French and English Dictionary.

4. *English.*

Lennie's Grammar.
Bullion's Grammar.
National Grammar.
Sullivan's Grammar.
Art of Reading. (National Series.)
Sullivan's Dictionary of Derivations.
Sullivan's English Dictionary.
The National Readers.
Third Book.
Fourth Book.
Supplement to ditto.
Fifth Book.
Sixth Book.
Sullivan's Spelling Book Superseded.
Sullivan's Literary Class Book.
Whately's Lessons on Reasoning.
Whately's Lessons on Christian Evidences, or the Truth of Christianity. (Appendix to 4th National Reader.)
Whately's Introductory Lessons on the British Constitution.
Political Economy in Chamber's Educational Course.
Spalding's English Literature.
Reid's Rudiments of English Composition.

5. *Mathematics.*

Arithmetic in Theory and Practice. (National Series.)
Thomson's (James, LL.D., Glasgow) Arithmetic and Algebra.
Loomis' Treatise on Algebra.
Colenso's Simson's Euclid.
Colenso's Algebra, Part 1.
Pott's Euclid.
Mensuration
Appendix to ditto } National Series.

For Mathematical Instruments and Geometrical Forms and Solids, see *Depository Catalogue.*

6. *Geography and History,*

Sullivan's Introduction to Geography and History.
Sullivan's Geography Generalized.
Epitome of Geographical Knowledge (National Series.)
Hodgins' Geography and History of Canada and of the other British Colonies.
White's Elements of General History, (Ancient, Middle Ages, and Modern.)
White's History of Great Britain and Ireland.
White's History of France.
Schmitz's Manual of Ancient History,
Putz's Ancient Geography and History. By Arnold and Paul.
Putz's Mediæval Geography and History.
Putz's Modern Geography and History.
Johnston's General School Atlas.
Johnston's Physical School Atlas.
Johnston's Classical School Atlas.
Pillans' Physical and Classical Geography. (Companion to Johnston's Classical Atlas.)

7. *Physical Science.*

Third, Fourth and Fifth National Readers.
Youmans' Chemical Atlas.
Youmans' Chemistry.
Olmsted's School Philosophy.
Johnston's Charts of Natural Philosophy, with Hand-Books.
Patterson's First Steps to Zoology, Parts I. and II.

8. *Miscellaneous.*

Hullah's Manual of Vocal Music.
Also Charts, books of School Songs, &c.
Mulhaüser's Writing Manual.
National Copy Lines.
Other Copy Lines, Latin or English.
National Book Keeping.
Drawing books and materials authorized by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository.

Section 3.—Programme of Studies in the Grammar Schools of Upper Canada.

Class.	I. Latin.	II. Greek.	III. French.	IV. English.	V. Mathematics.	VI. Geography and History.	VII. Physical Science.	VIII. Miscellaneous.
FIRST OR LOWEST	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos.	None.	None.	English Grammar and Composition. Reading, and Sullivan's Spelling-book superseded.	Arithmetic. Algebra, (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND	Latin Grammar and Exercises. Cæsar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued.) Etymology of Words and Versification. Art of Reading (National series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra, (simple equations.	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 4th National Readers.	Writing. Drawing. Vocal Music.
THIRD	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of Irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book (National series.)	Commercial Arithmetic. Algebra, (quadratics.) Euclid, Lib. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH	Virgil and Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody and Exercises.	Rules on the use of the Pronouns and Participles with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid, Lib. III. IV. definitions of Lib. V. and VI.	Ancient and Mediæval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping. Vocal Music.
FIFTH	Sallust and Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax and Idioms. Composition. Oral and Written Translations. Voltaire, Histoire de Charles XII. (Surenne's.) Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy, (Fifth Reader.) Previous subjects reviewed.	Elements of Plain Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Geography of the British Empire, including its Colonies. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

Explanatory Memoranda to the foregoing Programme:—

1. Pupils preparing for the University, are *required* to study those subjects only which will qualify them for matriculation.*

2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study; but he may not, without the special permission of the head master, select any subject not included amongst those prescribed for the class in which he has been placed on examination.

3. The pupils shall be arranged in classes, corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.

4. Drawing includes linear, map, geometrical, and ornamental drawing.

5. Instruction shall be given to each pupil in penmanship, as long as the Head master shall think it necessary.

6. It is recommended that the elements of vocal music shall form part of the course of instruction for all pupils capable of learning to sing.

Section 4.—Opening and Closing Exercises of each Day.

The arrangements for the daily religious exercises of each grammar school shall be left to the judgment of the board of trustees.†

Section 5.—Duties of the Head Master and Teachers.

1. Each head master and teacher of a grammar school shall punctually observe the hours for opening and dismissing the school; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school

* The following are the "pass" subjects prescribed for those who are not candidates for Scholarships at Matriculation; Xenophon, Anabasis, B.I. Sallust, Catiline. Translation from English into Latin prose. Ordinary Rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. First four Rules of Algebra. [Colenso's Algebra.] Euclid, B, I. [Colenso's Edition of Simson's] English Grammar. Outlines of English History to present time. [Chambers' History of British Empire.] Outlines of Roman History to the death of Nero. Outlines of Grecian History to the death of Alexander. Outlines of Ancient and Modern Geography. [Putz' and Arnold's Manuals of Ancient and Modern Geography.] Candidates for Scholarships will be examined in the following additional subjects; Homer, Iliad B. I. Homer, Odyssey, IX. Horace, Odes B. I. Virgil, Æneid B. II. Translation from English into Latin verse Algebra, Proportion and Progression. Simple and Quadratic Equations. Euclid, B. II., III. and IV. English Grammar and Composition. French Grammar. Voltaire, Histoire de Charles XII. English History under the Houses of Tudor and Stuart. Geography of the British Empire, including her Colonies. The studies of the fifth year in the foregoing Programme include the subjects appointed for the "honor" matriculation examination in the University of Toronto. For list of scholarships and subjects of examination in other faculties and departments in the University see page 344.

† The trustees can avail themselves of the recommendation on this subject, and the forms provided by the Council of Public Instruction for Upper Canada, in regard to Common Schools. See Common School Regulations, published in the Appendix to this Report, page 361.

be opened and closed each morning and evening, as stated in the preceeding section: shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism, and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every head master shall keep the daily, weekly, and quarterly register of his school, according to the forms and instructions authorized by law. The head master of every senior county grammar school shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vic., chap. 186; in addition to which, every head master shall keep, or cause to be kept, a class register, in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The head master shall also prepare the annual and semi-annual returns of his school required according to law. (See p. 356.)

3. The head master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required: and in all such cases he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when the said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the head master may suspend a pupil from attending the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the chairman of the board of trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the head master, with the approbation of the board of trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the head master his regret for such course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the board and head master, be re-admitted to the school,

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the second clause of of the eleventh section of the Grammar School Act, 16 Vict., chap. 186, it shall be the duty of the head master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and outbuildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to offer shelter to those that may arrive before the appointed hour.

Section 6.—Duties of Pupils.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the head master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency; and then the head master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the head master, forfeits his standing in his class, and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school, by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the board of trustees has power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the board of trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

Section 7.—Terms, Vacations, Daily Exercises, and Holidays.*

1. There shall be four terms each year, to be designated the winter, spring, summer and autumn terms. The winter term shall begin the 7th January, and end the Tuesday next before Easter, the spring term shall begin the Wednesday after Easter and close the last Friday in June, the summer term shall begin the second Monday in August and end the Friday next before the 15th October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd December.

2. The exercises of the day shall not commence later than nine o'clock a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and

* 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore, in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed that the several clauses of the *eleventh* section of the grammar school Act empower boards of trustees to prescribe any duties, or make any regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with the general regulations prescribed by the Council of Public Instruction, and approved by the Governor General in Council.

each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any grammar school, at the option of the board of trustees.

3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays shall be holidays in each grammar school.

4. The public half-yearly examinations required to be held in each grammar school, by the fifth clause of the 11th section of Act 16 Vict. chap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855.*

No. 6.—*Inspection of Grammar Schools.*

[(1) Authorized by the second clause of the Grammar and Common Schools Improvement Act of 1855 (18 Vict., ch. 132) as follows: "2. A sum not exceeding two hundred and fifty pounds per annum, may be expended in the payment of Inspectors of Grammar Schools, who shall be appointed, their duties prescribed, and their remuneration fixed by the Council of Public Instruction."]

(2) Duties of Inspectors of Grammar Schools. (Prescribed by the Council of Public Instruction on the 22nd of June 1855.)

It shall be the duty of the Inspectors of the Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination, in such manner as they shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:—

I. *Mechanical Arrangements.*—The tenure of the property; the materials, plan and dimensions of the buildings; when erected and with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the pupils; if there is a lobby, or closet, for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

II. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c., the apparatus provided, as maps, globes, black-boards, models, cabinets, library, &c.

III. *Organization.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated: how qualified.

* See Note to page 353.

IV. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct or on moral conduct only; what rewards, if any; whether corporeal punishments are employed—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

V. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.*—1. Reading; whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words. 2. Writing; whether they can write with ordinary correctness, or with ease and elegance. 3. Drawing—Linear, Ornamental, Architectural, Geometrical; whether taught, and in what manner. 4. Arithmetic; whether acquainted with the simple rules, and skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them. 5. Book-keeping. 6. English Grammar; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English Classic authors, in both prose and poetry. 7. Geography and History; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. Outlines of English Literature; how far taught, and in what manner. 9. The Languages—Latin, Greek and French: how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. Algebra and Geometry—how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. Elements of Natural Philosophy and Chemistry, as prescribed in

the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. Vocal Music; whether taught, and in what manner.

VII. *Miscellaneous.* How many pupils have been sent from the school to, and how many are preparing to matriculate in some University. 2. Whether a register and visitors' book is kept, as required by the regulations, and whether the Trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered or employed to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of grammar schools generally.

No. 7. Subjects of Examination of Candidates, (not being University Graduates) for Masterships of County Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction for Upper Canada, as required by the following proviso to the second clause of the eleventh section of the Grammar School Amendment Act of 1853:

(1) "Provided always, that no person (except a graduate of some University or University College) shall hereafter be appointed master of a Grammar School unless he shall have previously obtained a certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction." In terms of this Proviso it is—

(2) *Ordered*,—That candidates for Masterships of County Grammar Schools be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the fifth section of the Grammar Schools Amendment Act, 16 Vict., chap. 186.* Which subjects of examination are as follows:

---

* The following is the fifth section of the Grammar School Act referred to: "And be it enacted, That in each County Grammar School, provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always, That no Grammar School shall be entitled to receive any part of the Grammar School Fund which shall not be conducted according to such programme, rules and regulations."

GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. I.
Homer, Iliad B. I.
Homer, Odyssey B. IX.
Sallust, Catiline.
Horace, Odes, B. I.
Virgil, Æneid B. II.
Translation from English into Latin prose.
Translation from English into Latin verse.

MATHEMATICS.

Arithmetic.

Ordinary Rules of Arithmetic.
Vulgar and Decimal Fractions.

Algebra.

Extraction of Square Root.
Proportion and Progression.
First Four Rules of Algebra (Colenso's.)
Simple and Quadratic Equations (Colenso's Algebra.)

Geometry.

Euclid, B. I. II. III. and IV. (Colenso's Edition of Simson's.)

MODERN LANGUAGES.

English.

English Grammar and Composition.

French.

Grammar. Voltaire's Histoire de Charles XII.

HISTORY AND GEOGRAPHY.

Outlines of Ancient and Modern Geography.
Outlines of Grecian History to the death of Alexander.
Outlines of Roman History to the death of Nero.
Geography of the British Empire, including her Colonies.
Outlines of English History to the present time.
English History under the Houses of Tudor and Stuart.

ELEMENTS OF NATURAL PHILOSOPHY.

Mechanics.

Explain the composition and resolution of statical forces.
Describe the simple machines (mechanical powers.)
Define the Centre of Gravity.
Give the general laws of motion, and describe the chief experiments by which they may be illustrated.
State the law of the motion of falling bodies.

Hydrostatics, Hydraulics and Pneumatics.

Explain the pressure of liquids and gases; its equal diffusion and variation with the depth.

Define specific gravity, and show how the specific gravity of bodies may be ascertained.

Describe and explain the barometer,* the siphon, the common pump and forcing-pump, and the air-pump.

Acoustics.

Describe the nature of sound.

Optics.

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

Astronomy.

Motion of the Earth round its axis and round the Sun; with applications of these motions to explain the apparent movements of the Sun and Stars, the length of days, and the change of seasons—explanation of Eclipses and the Moon's Phases.

ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.*, the bodies produced.

Heat: natural and artificial sources; its effects. Expansion; solids, liquids, gases. Thermometer;* conduction, radiation, capacity, change of form; liquefaction; steam.

The atmosphere; its general nature and condition; its component parts.* Oxygen and nitrogen; their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water: its general relation to the atmosphere and earth; its natural state and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.

Hydrogen; its proportion in water; its chemical and physical properties.

* For the information of Grammar School Masters, it may be proper to state that the Director of the Observatory, as Professor of Meteorology in University College, delivers an annual course of lectures on that science during Michaelmas Term. Instruction in regard to the care and management of the instruments provided by the Educational Department for the Meteorological Grammar School stations, will be given to Grammar School Masters, by one of the officers of the Department, upon application during office hours.

Sulphur, phosphorus, and carbon generally.

Nitric Acid, sulphuric acid, carbonic acid, hydrochloric acid: their properties and uses.

Alkalies, earth, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

(3) *Committee of Examiners*:—Thomas J. Robertson, Esq., M.A., Chairman; Rev. William Ormiston, M.A.; Frederick W. Barron, Esq., M.A.; George R. R. Cockburn, Esq., M.A.

(4) The Committee of Examiners appointed by the Council meets in the Normal School building on the first Monday of January, April, July, and October in each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

No. 8.—Meteorological Stations connected with the Senior County Grammar Schools.

(1) Circular to the County Councils and to the Boards of Senior County Grammar Schools in Upper Canada.

Gentlemen,—I have the honor to inform you that the necessary instruments for making Meteorological Observations at each of the Senior County Grammar Schools in Upper Canada have been procured by the Chief Superintendent of Education, and are now ready for distribution by this Department.

The section of the Grammar School Law authorizing the establishment of these meteorological stations in connection with the Senior County Grammar Schools of Upper Canada is as follows:

"XVI. Whereas it is desirable at Seminaries and places of Education to direct attention to natural phenomena, and to encourage habits of observation; And whereas a better knowledge of the climate and meteorology of Canada will be serviceable to agriculture and other pursuits, and be of value to scientific enquirers: Be it therefore enacted, That it shall be part of the duty of the Master of every Senior County Grammar School, to make the requisite observations for keeping, and to keep a Meteorological Journal, embracing such observations, and kept according to such form, as shall from time to time be directed by the Council of Public Instruction; and all such Journals or Abstracts of them shall be presented annually by the Chief Superintendent of Schools to the Governor with his Annual Report:*

* Few of the abstracts transmitted to the Department were sufficiently consecutive or accurate enough to embody in this report. See page 360.

"Every Senior County Grammar School shall, on or before the last day of November, one thousand eight hundred and fifty-four, be provided, at the expense of the county municipality, with the following instruments:

"One barometer; one thermometer for the temperature of the air; one Daniel's hygrometer, or other instrument for showing the dew-point: one rain-gauge and measure; one wind-vane.

"And it shall be the duty of the Chief Superintendent of Schools to procure these instruments at the request and expense of the Municipal Council of any County, and to furnish the master of the Senior County Grammar School with a book for registering observations, and with forms for abstract thereof, to be transmitted to the Chief Superintendent by such master, who shall certify that the observations required have been made with due care and regularity."

The delay which has occurred in providing these instruments has been unavoidable. Those first selected in the United States were found to be unsuitable; and upon consultation with Colonel Lefroy, so long and favorably known in connection with Her Majesty's Magnetical Observatory in Canada, and with whom this provision of the Grammar School Act originated, the Chief Superintendent deemed it advisable to have new instruments prepared expressly for use at the stations in connection with this Department. Improvements, which experience in this climate had suggested, were adopted, and a range as low as 35° and 40° below zero was given to the thermometers.

The instruments, when ready, were all tested by Jas. Glaisher, Esq., and their variations recorded. They were also examined and approved by Colonel Lefroy. In addition, the Chief Superintendent considered it important to subject them to a winter's test at the Provincial Magnetical Observatory, Toronto, before sending them out; and to compare and note any variations which might be caused by exposure to extreme cold.

The various instruments, and books, which are now ready for distribution, are as follows:

One Barometer, either a standard, or one of a second quality.
A Self-registering Maximum Thermometer.
A Self-registering Minimum Thermometer.
A Wet and Dry Bulb Thermometer.
A Rain Gauge and Graduated Measuring Glass.
A Copy of the Official Instructions and Directions for Making and Recording Observations.
Daily register book, containing printed forms, and adapted for the observations of one complete year.
Monthly and annual abstract book, do. do. do. do.
Blank book for extraordinary records.
Map of the stars, four tables, and synopsis, reprinted from the instructions and mounted for convenient reference.

A Copy of Drew's Practical Meteorology.

A Copy of Coffin's Hygrometrical Tables, bound up with the instructions.

(A wind-vane is not sent. It can easily be constructed at the Station.)

The cost of these instruments and books, including packing, &c., will be $140; one-half of which will be borne by this Department, and the other half by the County to which the instruments are sent. Where desirable, an officer will be despatched from the Department with the instruments to ensure safety in their carriage, and to assist in fitting them up at the proposed station. Should you desire the instruments to be sent to your Grammar School, I will thank you to notify me at your earliest convenience, so that the necessary arrangements for that purpose may be made, and transmit the required amount ($70,) with the enclosed form duly filled up. Where, instead of the Standard Barometer, a barometer of the second quality is selected, the price of the set of instruments, &c., is $110, only one half of which ($55) need be sent.

The instructions for taking and recording observations which have been approved by the Council of Public Instruction, have been carefully prepared by the Director of the Provincial Observatory, and are sufficiently minute and explicit to enable the Head Master of the Grammar School to make the necessary observations without much trouble. Attention and patience will be indispensable at first; but time and practice will soon ensure regularity and accuracy in the observer.

In order to afford time for practice, it is suggested that no observations be recorded in the books sent until the first of January next. A sufficient supply of unbound sheets will accompany each set of instruments to enable the Head Master to record his observations on them until that time. A form of monthly returns will also be sent by mail, in which can be recorded each month's observations. These monthly reports should be regularly transmitted to the Chief Superintendent as required by law.

Of the great practical importance to a new and but partially settled country, of establishing (thus early in its history, and before its physical condition is materially changed) a complete and comprehensive system of meteorological observation, I need scarcely remark, as the subject will no doubt receive your attentive consideration. The Department will rely upon your cordial co-operation in the matter.

Every enlightened country in Europe is now more or less engaged in prosecuting inquiries in this particular branch of science. In the other parts of Her Majesty's dominions and in the United States, meteorological stations have been long since established. Although the science is yet comparatively in its infancy, yet from the aggregate of facts which have already been collected at various points, and in different countries, truths of highest value and importance in scientific research have been unfolded; unsettled theories have been tested, and questions re-

lating to physical phenomena which had long remained among the sealed mysteries of nature have been satisfactorily solved.

I have the honor to be, Gentlemen,
Your very obedient servant,
J. GEORGE HODGINS,
Deputy Superintendent.

Education Office,
Toronto, 25th September, 1857.

---

(2) Meteorological Stations established.

During the present year, the following Meteorological Stations have been established at the senior County Grammar Schools in Upper Canada:

1. Port Sarnia.	5. Niagara.	9. Belleville.
2. Chatham.	6. Milton.	10. Picton,
3. Guelph.	7. Barrie.	11. Perth.
4. Hamilton.	8. Whitby.	12. Cornwall.

13. L'Orignal (instruments purchased but not yet sent for.)

Each of these twelve stations has been visited by an officer of this Department, who, in addition to fixing the locality, position of instruments, &c., has given practical instructions in the use of the instruments with which the stations have been provided. It was not thought necessary to supply wind-vanes, as they are easily constructed at the stations. Instructions, however, were given for making approximate observations of the direction and velocity of the wind.*

Each of the stations has also been supplied with a sufficient quantity of sheets of the various Forms and Abstracts for practice, previous to making entries in the Registers.

The Daily Register contains a sufficient number of the two forms, A and B, for a year's observation, as follows:

Form A contains on each of its pages the following headings, viz.:— "Barometer corrected at 32° Fah.; Gaseous Pressure; Temperature of Air corrected; Wet Bulb Thermometer corrected; Difference of Dry and Wet Bulb, Elasticity or Tension of Vapor; Humidity; Direction and Velocity of Wind; Appearance of Sky; Class and arrangement of Clouds; Amount of Cloudiness; Clouds in motion.—Class, Elevation, Direction, Form, and Velocity; Aurora; General Remarks." These observations are required to be made three times a day, viz.: at 7 A. M., 1 P. M., and 9 P. M.

Form B contains blanks for one month's observation on one page; the columns for which are "Day of the Month; Self-Registering Maximum and Minimum Thermometers; Daily Range of Temperature; Rain,—Began at,—Ended at,—Total duration, Cubic Inches in Gauge, Depth in Inches; Snow,—Began at,—Ended

* See note on page 355.

at,—Total duration, Depth in Inches; Total Depth of Rain and Melted Snow; Remarks." These observations are only required to be made at 1 P. M.

Full instructions having been given, the Observers after a little practice were required, in accordance with the Act and Regulations, to transmit monthly abstracts of their observations to the Educational Department. Two forms for which were supplied, as follows:

Form C, which is a condensation of Forms A and B, contains columns for the corrected observations, and the Daily as well as Monthly Means.

Form D includes the "Highest, Lowest, and Monthly Range of Barometer, also the Great Ranges within 24 hours. The Dates and total number of Rainy Days; Snowy Days; Foggy Days; Storms of Wind; Frosts. Columns for four classes of Auroras; Sky unfavorable, observations doubtful; Sky unfavorable, observations impossible; Sky favorable; none seen. The Highest, Lowest, and Monthly Range of Temperature; the Greatest and Least Daily Range; the Mean Temperature of the Warmest and Coldest Days. Lightning, Thunder, Hail or Rain; Meteors and Optical Phenomena; Periodical and occasional miscellaneous Phenomena; General Remarks."

These abstracts are required to be certified as true copies of the originals, and the observations as having been made with due regularity, as required by law.

The annexed table will show how far the Observers have succeeded in accomplishing the objects contemplated by the Act:

Meteorological Station.	When established, in 1858.	No. of monthly abstracts received at Ed. Office.	Character of abstracts received.		
			Well Prepared.	Middlingly.	Imperfectly.
*1. Niagara	Jan.	2	...	2	...
*2. Hamilton	do	3	...	3	...
3. Belleville	do	10	‡8	2	...
4. Barrie	do	8	‡8	...	...
5. Chatham	do	4	...	...	4
6. Port Sarnia	do	7	‡7	...	...
*7. Milton	February.	3	...	...	3
†8. Cornwall	do	0	...	...	...
9. Guelph	Sept.	0	...	...	...
10. Whitby	do	0	...	...	...
11. Perth	Oct.	0	...	...	...
12. Picton	do	0	...	...	...
TOTAL		37	23	7	7

* No Reports have been received from Niagara for several months; nor from Hamilton or Milton for some time, but the omission at these two Stations was owing to a change of Masters.

† The Master at Cornwall having tendered his resignation, the instructions were not given till October.

‡ Names of Observers from whom well prepared Abstracts have been received:—At *Belleville*, Alexander Burdon, Esq.; at *Barrie*, Rev. W. F. Checkley, A.B.; and at *Port Sarnia*, Rev. G. J. R. Salter, B.A. The observations taken at *Barrie*, have been regularly published in the local papers.

Appendix H.

THE COMMON SCHOOLS FOR UPPER CANADA.

No. 1. *General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada.*

Adopted after mature consideration by the Council of Public Instruction as authorized by the fourth clause of the Thirty-eighth Section of the Upper Canada School Act of 1850 (13th & 14th Vict., ch. 48.)

SECTION 1. HOURS OF DAILY TEACHING. HOLIDAYS AND VACATIONS.

1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

2. Every alternate Saturday shall be a holiday in each school.

3. There shall be three vacations during each year; the first, eight days, at Easter; the second, the first two weeks in August; the third, eight days, at Christmas.

4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.

SECTION 2. RELIGIOUS AND MORAL INSTRUCTION.

[*The regulations on this subject will be found on page* 20.]

The following regulations in regard to the "opening and closing exercises of the day," the "duties of masters and teachers," and the "duties of pupils," have been adopted by the Council, and apply to all common schools in Upper Canada:

SECTION 3. OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each common school be opened and closed by reading a portion of Scripture, and by Prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed may be used, or any other prayer preferred by the trustees and teacher of each school. But the Lord's Prayer should form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the teacher of the school.

Forms of Prayer.

Before entering upon the business of the Day.

Let us pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainments of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father which art in Heaven, hallowed be thy name, thy kingdom come, Thy will be done in earth, as it is in Heaven; Give us this day our daily bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation; But deliver us from evil; For Thine is the kingdom, the power and the glory, for ever and ever. *Amen.*

The grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

At the close of the Business of the Day.

Let us pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name, Thy kingdom come, Thy will be done in earth as it is in heaven; Give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation: But deliver us from evil; For Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the fellowship of the Holy Ghost, be with us all evermore. *Amen.*

Section 4. Duties of Teachers.

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary, who disregards the requirements of the law. Among other things, the act requires each teacher to "maintain proper order and discipline in his school, according to the forms and regulations which shall be provided according to law." The law makes it the duty of the *Chief Superintendent of Education* to provide the forms; and the *Council of Public Instruction* prescribes the following regulations for the guidance of the teachers in the conduct and discipline of their schools:

It shall be the duty of each teacher of a common school:—

1. To receive courteously the visitors appointed by law, and to afford them every facility for inspecting the books used, and to examine into the state of the school; to have the visitors' book open, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the registers accurately and neatly, according to the prescribed forms; which is the more important under the present school act, as the 34th section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used; to study those books himself; and to teach according to the improved method recommended in their prefaces.

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

5. To promote both by precept and example, CLEANLINESS, NEATNESS and DECENCY. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself by personal inspection every morning, that the children have had their hands and their faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The school apartments, too, should be swept and dusted every evening.

6. To pay the strictest attention to the moral and general conduct of his pupils, and to omit no opportunity of inculcating upon them the principles of TRUTH AND HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

[*The remainder of these duties, from No.* 9 *to* 12 *inclusive, are identical with those of the Masters of Grammar Schools, and will be found on page* 348.]

13. The trustees having made such provisions relative to the school-house and its appendages, as are required by the fourth clause of the twelfth section of the Common School Act, 13th and 14th Vict., cap. 48, it shall be the duty of the teacher to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

14. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

SECTION 5. DUTIES OF PUPILS.

(*Same as those on page* 350.)

SECTION 6. DUTIES OF TRUSTEES.

1. The full and explicit manner in which the duties of trustees are enumerated and stated in the school Act, renders it unnecessary to do more, in this place, than to make some explanatory remarks on the nature of the general duties of trustees, and the relations subsisting between them and the teachers whom they employ. The law invests trustees with most important functions; they are a corporation, and as such, the ownership and control of the school site, school house, and all the property attached thereto, are vested in them; they are to provide and furnish the school-house and premises, and apparatus and text books for the school; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. It is important that trustees should select a competent teacher. ***The best teacher is always the cheapest.*** He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits

are worth more than money both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompetent services for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur in the following estimate of the qualities of a good teacher:—"A teacher should be a person of Christian sentiment, of calm temper, and discretion · he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge but be capable of moulding the mind of youth, and giving to the power, which education confers, an useful direction. These are the qualities for which trustees of schools, when making choice of a teacher, should anxiously look."

Section 7. Duties of School Visitors.

1. The *thirty-second* section of the School Act of 1850, provides that all Clergymen recognized by law, of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be school visitors; and the thirty-third section of the Act prescribes their lawful duties.

2. The parties thus authorized to act as visitors, have it in their own power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, by visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring. In visiting schools, however, visitors should, in no instance, speak disparagingly of the instructions or management of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the local or chief Superintendent anything which they shall think important to the interest of any school visited by them. The law recommends visitors, "*especially to attend the Quarterly Examinations of the Schools.*" It is hoped that all visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competent to a visitor to engage in any exercises which shall not be objected to by the authorities of the school, it is expected that no visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow christians.

3. Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township library, with an auxiliary in each school section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of the whole township. It is submitted to the serious attention of all school visitors, as well as trustees, and other friends of the diffusion of useful knowledge.—See Departmental Notices page 373.

Appendix I.

APPORTIONMENT OF THE UPPER CANADA COMMON SCHOOL LEGISLATIVE GRANT FOR THE YEAR 1858.

No. 1. Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honor to transmit herewith a certified copy of the apportionment for the current year of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada. This apportionment will be payable at this Office to the agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and together with the Auditors' and other reports, have been transmitted to the Department.

Considering the number of applications during 1857, for aid from the Poor School Fund, I have thought it desirable to appropriate a few hundred pounds from that fund, and divide it among those new and thinly settled Counties where the ordinary legislative and municipal grants have not been sufficient to enable Trustees to sustain the Schools during the school year.

I have not deducted the apportionment to the Roman Catholic Separate Schools from each individual City, Town, and Township, as was done in former years, but I have reserved a special sum from which to make an apportionment direct to each School having a claim upon the fund. This is a most equitable and satisfactory mode of apportioning the grant, and it is one which, while it provides the legal apportionments to Separate Schools, does not so directly and materially lessen the resources of those Municipalities in which these Separate Schools happen to exist.

I trust the exertions and liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I have the honor to be,
Sir,
Your obedient Servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, 1st June, 1858.

No. 2. Apportionment to the Townships for 1858.

1. County of Glengarry.

TOWNSHIPS.	APPORTIONMENT.
Charlottenburgh	$607.00
Kenyon	531.00
Lancaster	482.00
Lochiel	634.00
	$2254 00

2. County of Stormont.

Cornwall	588.00
Finch	156.00
Osnabruck	588.00
Roxborough	297.00
	$1629.00

3. County of Dundas.

Matilda	488.00
Mountain	401.00
Williamsburgh	546.00
Winchester	403.00
	$1838.00

4. County of Prescott.

Alfred	120.00
Caledonia	118.00
Hawkesbury, East	392.00
Hawkesbury, West	301.00
Longueuil	196.00
Plantagenet, North	213.00
Plantagenet, South	126.00
	$1466.00

5. County of Russell.

Cambridge	60.00
Clarence	59.00
Cumberland	218.00
Russell	140.00
	$477.00

6. County of Carleton.

Fitzroy	295.00
Gloucester	425.00
Goulbourn	393.00
Gower, North	226.00
Huntley	283.00
March	58.00
Marlborough	316.00
Nepean	484.00
Osgood	490.00
Torbolton	68.00
	$3038.00

7. County of Grenville.

Augusta	677.00
Edwardsburgh	523.00
Gower, South	99.00
Oxford	444.00
Wolford	391.00
	$2134.00

8. County of Leeds.

TOWNSHIPS.	APPORTIONMENT.
Bastard and Burgess, South	$522.00
Crosby, North	212.00
Crosby, South	175.00
Elizabethtown	640.00
Elmsley, South	119.00
Kitley	475.00
Leeds and Landsdowne, front	444.00
Leeds and Landsdowne, rear	217.00
Yonge and Escott, front	345.00
Yonge and Escott, rear	232.00
	$3381.00

9. County of Lanark.

Bathurst	334.00
Beckwith	330.00
Burgess, North	144.00
Dalhousie and Lavant	147.00
Darling	97.00
Drummond	227.00
Elmsley, North	190.00
Lanark	263.00
Montague	391.00
Packenham	244.00
Ramsay	420.00
Sebastopol	40.00
Sherbrooke, North	28.00
Sherbrooke, South	93.00
	$2948.00

10. County of Renfrew.

Admaston	153.00
Alice	87.00
Bagot and Blithfield	103.00
Bromley	109.00
Brougham	72 00
Brudenell and Algona	50.00
Grattan	89.00
Horton	97.00
McNab	201.00
Pembroke and Stafford	110.00
Ross	145.00
Westmeath	103.00
Wilberforce	94.00
	$1363.00

11. County of Frontenac.

Bedford	114.00
Kingston	546.00
Loughborough	243.00
Pittsburgh and Howe Island	435.00
Portland and Hinchinbrooke	282.00
Storrington	230.00
Wolfe Island	316.00
	$2166.00

12. County of Addington.

Amherst Island	131.00
Camden, East	770.00
Ernestown	529.00

ADDINGTON—(*Continued*)

TOWNSHIPS.	APPORTIONMENT.
Sheffield	$290.00
	1720 00

13. COUNTY OF LENNOX.

Adolphustown	68.00
Fredericksburgh	353.00
Richmond	355.00
	776.00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	327.00
Athol	207.00
Hallowell	322.00
Hillier	391.00
Marysburgh	460.00
Sophiasburgh	267.00
	1974.00

15. COUNTY OF HASTINGS.

Hungerford	442.00
Huntingdon	238.00
Madoc, Elzevir and Tudor	313.00
Marmora	126.00
Rawdon	474.00
Sidney	475.00
Thurlow	526.00
Tyendinaga	790.00
	3384.00

16. COUNTY OF NORTHUMBERLAND.

Alnwick	101.60
Brighton	482.40
Cramahe	419.20
Haldimand	504.80
Hamilton	540.40
Monaghan, South	156.40
Percy	372.40
Murray	302.00
Seymour	389.60
	3268.80

17. COUNTY OF DURHAM.

Cartwright	247.20
Cavan	482.00
Clarke	688.00
Darlington	795.20
Hope	563.60
Manvers	376.80
	3152.80

18. COUNTY OF PETERBOROUGH.

Asphodel	248.00
Belmont and Methuen	45.00
Douro	288.00
Dummer and Burleigh	238.00
Ennismore	96.00
Monaghan, North	116 00
Otonabee	454.00
Smith and Harvey	293.00
	1778.00

19. COUNTY OF VICTORIA.

TOWNSHIPS.	APPORTIONMENT.
Eldon	$163.00
Emily	428.00
Fenelon	62.00
Mariposa	488.00
Ops	360.00
Verulam	70.00
	1571.00

20. COUNTY OF ONTARIO.

Brock	463.20
Mara and Rama	154.40
Pickering	984.40
Reach	544.00
Scott	148.80
Scugog Island	40.40
Thorah	152.00
Uxbridge	275.20
Whitby	646.80
	3359.20

21. COUNTY OF YORK.

Etobicoke	402.00
Georgina	127.00
Gwillimbury, North	150.00
Gwillimbury, East	463.00
King	800.00
Markham	994.00
Scarborough	603.00
Vaughan	880.00
Whitchurch	587.00
York	1047.00
	6053.00

22. COUNTY OF PEEL.

Albion	516.00
Caledon	448.00
Chinguacousy	858.00
Gore of Toronto	146.00
Toronto	742.00
	2710.00

23. COUNTY OF SIMCOE.

Adjala	272.00
Essa	186.00
Flos	60.00
Gwillimbury, West	493.00
Innisfil	228.00
Medonté	189.00
Mono	349.00
Mulmur	114.00
Nottawasaga	341.00
Orillia and Matchedash	100.00
Oro	294.00
Sunnidale	36.00
Tay and Tiny	105.00
Tecumseth	429.00
Tossorontio	75.00
Vespra	109.00
	3380.00

24. COUNTY OF HALTON.

Esquesing	753.00

HALTON—(*Continued.*)

TOWNSHIPS.	APPORTIONMENT.
Nassagaweya	$216.00
Nelson	483 00
Trafalgar	734.00
	$2186.00

25. COUNTY OF WENTWORTH.

Ancaster	424.00
Barton	120.00
Beverly	678.00
Binbrooke	184.00
Flamborough, East	368.00
Flamborough, West	399.00
Glanford	202.00
Saltfleet	284.00
	$2659.00

26. COUNTY OF BRANT.

Brantford	686.00
Burford	566.00
Dumfries, South	420.00
Oakland	73.00
Onondaga	224.00
	$1969.00

27. COUNTY OF LINCOLN.

Caistor	183.00
Clinton	327.00
Gainsborough	334.00
Grantham	390.00
Grimsby	292.00
Louth	204.00
Niagara	229.00
	$1959.00

28. COUNTY OF WELLAND.

Bertie	339.00
Crowland	222.00
Humberstone	185.00
Pelham	274.00
Stamford	337.00
Thorold	308.00
Wainfleet	178.00
Willoughby	122.00
	$1965.00

29. COUNTY OF HALDIMAND.

Canborough	144.00
Cayuga, North	295.00
Cayuga, South	86.00
Dunn	102.00
Moulton and Sherbrooke	298.00
Oneida	208.00
Rainham	236.00
Seneca	331.00
Walpole	476.00
	$2176.00

30. COUNTY OF NORFOLK.

Charlotteville	378.00
Houghton	242.00
Middleton	201.00
Townsend	726.00
Walsingham	401.00
Windham	305.00
Woodhouse	350.00
	$2603.00

31. COUNTY OF OXFORD.

TOWNSHIPS.	APPORTIONMENT.
Blandford	$163.00
Blenheim	537.00
Dereham	496.00
Nissouri, East	280.00
Norwich, North	400.00
Norwich, South	333.00
Oxford, North	138.00
Oxford East	276.00
Oxford, West	241.00
Zorra, East	351.00
Zorra, West	432.00
	$3647.00

32. COUNTY OF WATERLOO

Dumfries, North	411.00
Waterloo	1028.00
Wellesley	504.00
Wilmot	770 00
Woolwich	441.00
	$3154.00

33. COUNTY OF WELLINGTON.

Amaranth	68.00
Arthur	167.00
Eramosa	336.00
Erin	442.00
Garafraxa	265.00
Guelph	298.00
Maryborough	175.00
Minto	24.00
Nichol	333.00
Peel	337.00
Pilkington	285 00
Puslinch	481.00
	$3211.00

34. COUNTY OF GREY.

Artemesia	209.00
Bentinck	286.00
Collingwood	28.00
Derby	22.00
Egremont	179.00
Euphrasia	81.00
Glenelg	99.00
Holland	161.00
Melancthon and Proton	122.00
Normanby	29.00
Osprey	62.00
St. Vincent	216 00
Sullivan	54.00
Sydenham	202.00
	$1750.00

35. COUNTY OF PERTH.

Blanchard	318.00
Downie	312.00
Easthope, North	330.00
Easthope, South	208.00
Ellice	157.00
Elma and Wallace	235.00
Fullarton	241.00
Hibbert	331.00
Logan (including Mitchell $99.50)	252.00
Mornington	223.00
	$2607.00

26. County of Huron.

Townships.	Apportionment.
Ashfield	$186.00
Biddulph	290.00
Colborne	168.00
Goderich	370.00
Grey	38.00
Hay	119.00
Howick	120.00
Hullet	201.00
McGillivray	277.00
McKillop	322.00
Morris	28.00
Stanley	332.00
Stephen	177.00
Tuckersmith	255.00
Usborne	208 00
Wawanosh	170.00
	3261.00

37. County of Bruce.

Arran	120.00
Brant	156.00
Bruce	142.00
Carrick	75.00
Culross	75.00
Elderslie	65.00
Greenock	89.00
Huron	150.00
Kincardine	255.00
Kinloss	75.00
Saugeen	92 00
	1294.00

38. County of Middlesex.

Adelaide	328.00
Carradoc	354.00
Delaware	128.00
Dorchester, North	314.00
Ekfrid	241.00
Lobo	358.00
London	934.00
Metcalfe	138.C0
Mosa	284.00
Nissouri, West	304.00
Westminster	612.00
Williams	249.00
	4244.00

39. County of Elgin.

Aldborough	151.00
Bayham	492.00
Dorchester, South	162.00
Dunwich	272.00
Malahide	461.00
Southwold	653.00
Yarmouth	624.00
	2815.00

40. County of Kent.

Camden and Zone	267.00
Chatham	207.00
Dover, East and West	222.00
Harwich	339.00
Howard	404.00
Orford	179.00
Raleigh	360.00

Kent—(*Continued.*)

Townships.	Apportionment.
Romney	68.00
Tilbury, East	108.00
	2154.00

41. County of Lambton.

Bosanquet	190.00
Brooke	94.00
Dawn	81.00
Ennisfillen	18.00
Euphemia	224.00
Moore	234.00
Plympton	267.00
Sarnia	84.00
Sombra	213.00
Warwick	365.00
	1770.00

42. County of Essex.

Anderdon	141.00
Colchester	211.00
Gosfield	230.00
Maidstone	139.00
Malden	283.00
Mersea	166.00
Rochester	166.00
Sandwich	561.00
Tilbury, West	82.00
	1979.00

No. 3. Apportionment to Cities, Towns and Villages for 1858.

Cities.

Toronto	$4400.00
Hamilton	1920.00
Kingston	1520.00
London	1440.00
Ottawa	1120.00
	10,400.00

Towns.

Belleville	574.00
Bowmanville	220.00
Brantford	510.00
Brockville	440.00
Chatham	848.00
Cobourg	384.00
Collingwood	in Township.
Cornwall	190.00
Dundas	369.00
Galt	277.00
Goderich	280.00
Guelph	384.00
Lindsay	in Township.
Milton	in Township.
Niagara	327.00
Oakville	in Township.
Owen Sound	142.00
Paris	245.00
Perth	200.00
Peterborough	243.00
Picton	189.00
Port Hope	440.00
Prescott	243.00
Sandwich	in Township.

Towns—(*Continued.*)	Apportionment.
Sarnia	$100.00
St. Catharines	554.00
Whitby	203.00
Windsor	129.00
	6991.00

Town Municipalities.

Amherstburgh	$40.00
Barrie	160.00
Clifton	40.00
Simcoe	208.00
Woodstock	288.00
	936.00

Incorporated Villages.

Berlin	147.00
Bradford	in Township.
Brampton	115.00
Caledonia	104.00
Chippewa	137.00
Clinton	in Township.
Elora	in Township.
Fergus	in Township.
Fort Erie	in Township.
Ingersoll	200.00
Iroquois	in Township.
Kemptville	196.00
Mitchell	in Township.
Napanee	146.00
New Hamburg	in Township.
Newcastle	125.00
Newmarket	in Township.
Oshawa	128.00
Preston	134.00
St. Mary's	129.00
St. Thomas	172.00
Smith's Falls	110.00
Stratford	171.00
Thorold	161.00
Trenton	144.00
Vienna	108.00
Waterloo	in Township.
Yorkville	140.00
	2567.00

No. 4. Apportionment to Counties for 1858.

1. Glengarry	2254.00
2. Stormont	1629.00
3. Dundas	1638.00
4. Prescott	1466.00

Counties—(*Continued.*)	Apportionment.
5. Russell	$477.00
6. Carleton	3038.00
7. Grenville	2134.00
8. Leeds	3381.00
9. Lanark	2948.00
10. Renfrew	1363.00
11. Frontenac	2166.00
12. Addington	1720.00
13. Lennox	776.00
14. Prince Edward	1974.00
15. Hastings	3384.00
16. Northumberland	3268.80
17. Durham	3152.80
18. Peterborough	1778.00
19. Victoria	1571.00
20. Ontario	3359.20
21. York	6053.00
22. Peel	2710.00
23. Simcoe	3380.00
24. Halton	2186.00
25. Wentworth	2659.00
26. Brant	1969.00
27. Lincoln	1959.00
28. Welland	1965.00
29. Haldimand	2176.00
30. Norfolk	2603.00
31. Oxford	3647.00
32. Waterloo	3154.00
33. Wellington	3211.00
34. Grey	1750 00
35. Perth	2607.00
36. Huron	3261.00
37. Bruce	1294.00
38. Middlesex	4244.00
39. Elgin	2815.00
40. Kent	2154.00
41. Lambton	1770.00
42. Essex	1979.00
	103223.80
Total Counties	103223.80
" Cities	10400.00
" Towns	6991.00
" Town Municipalities	936.00
" Villages	2567.00
Total	124117.80
Reserved as a basis on which to make an apportionment to Roman Catholic Separate Schools (estimated at)	8882.20
Grand Total	133,000.00

Note.—The school moneys apportioned to the various counties, cities, towns and villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers. Wherever the apportionment is withheld, it has been owing to the omission or neglect on the part of the local school authorities to comply with the school law and to transmit to the Educational Department the necessary reports or audited returns.

Appendix K.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA, &c.

No. 1.—*General principles on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction, dated the 2nd August,* 1853.

The Council of Public Instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The Council regards it as imperative, that no work of a licentious, vicious, or immoral tendency; and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the Council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the Council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments inculcated or combated in such books, but merely as an acquiescence on the part of the council in the purchase of such books, by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

No. 2. *Remarks on the foregoing by the Chief Superintendent of Education.*

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of public school libraries, to provide for the accomplishment of the following objects:

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals or vitiate the public taste.

2. The protection of local parties from imposition, by interested itinerant book vendors, in regard to both the prices and character of books introduced into their libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of all restrictions upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning in all cases, the amount of public aid to the amount raised by local effort.

No. 3.—Departmental Notices to Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and the glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September*, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred* per cent upon all sums which shall be raised from local sources by Municipal Councils and School Corporations for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars. Catalogues and forms furnished on application.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools. Catalogues and forms furnished on application.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts and Diagrams to the value of

the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department when so desired. Catalogues and forms furnished on application.

Appendix L.

EDUCATIONAL FEATURES OF THE PROVINCIAL EXHIBITION, 1857.

The Upper Canada Provincial Exhibition for this year took place in Brantford, on the last days of September and the first days of October. As already intimated in the circular from the Educational Department, published in the Journal of Education, arrangements were made to contribute to the Exhibition various specicimens of the school maps, apparatus, agricultural works, &c., which are supplied to public schools and municipalities from the Depository in connection with the Department. For a description of this interesting feature of the Exhibition we refer to the *Journal of Education* for November, 1857. At the Exhibition, the opinion expressed was unanimous as to the value of so complete a collection of school requisites, and as to their influence in promoting the efficiency and attractiveness of the public schools. In the introductory remarks of the Hon. George Alexander, then President of the Agricultural Association, at a preliminary meeting of the Association, he thus referred to the educational contribution to the Exhibition: "He (Mr. Alexander) wished to direct their attention to the excellent exhibition made by the Educational Department. Our school system was one to be proud of; it had been based upon information collected by Dr. Ryerson from all parts of Europe, and he trusted that the farmers present would urge upon their trustees the necessity of availing themselves of the valuable books, instruments, and other articles provided for their use by the Educational Department."

In his more formal annual address as President of the Association, Mr. Alexander (who was formerly a Local Superintendent of schools) thus proceeds:—"Let nothing, gentlemen, damp your ardor in upholding our National School system, which has been framed and introduced with so much ability and judgment. In giving education to the young (I mean in its highest sense,) we leave the richest legacy which one generation can give to another. Let us make every sacrifice to secure the best minds of our country for our public teachers, and in addition to all the other branches of knowledge, let the elements of agricultural and mechanical science be taught in our more advanced schools, which if only to a limited extent, "will be sowing the first seeds from which an after crop will spring up." But

above all let us uphold our great depositories of science and learning—I mean our academic and collegiate institutions. To them it is we must look for that higher mental discipline, which makes the pathways easy to the great "ocean of knowledge and truth." The chairs of our universities are at this moment filled by men of the highest attainments, while Professor Buckland, who has the department of agriculture, unites to his other qualifications an intimate knowledge of the best practices of British Husbandry.

"Shall it be said that our Canadian soil is unfavorable to the growth of intellect and genius, and of those virtues, which have cast so bright a halo around the parent country? Who can behold our Township and County Libraries, which have so justly been pronounced by Lord Elgin, "the crown and glory of our institutions," carrying to every one's door the accumulated wisdom of ages, or witness the earnestness with which, throughout our rural districts. the great mass are anxious to further every good object, and not feel inspired with the hopes of a bright future? But we must guard the young against the shoals and quicksands which beset their path—unfold to them the higher enjoyments of the mind, which will elevate them—give them self-respect—and enhance the value of their other possessions. Teach them that a nation's honour is a nation's greatness—and that its true greatness consists in the virtue of its citizens—but above all, we must teach them that it is to the bounty of an all merciful Providence that we are indebted for all the blessings we enjoy."

After the close of the Exhibition, George Buckland, Esq., Secretary of the Association, transmitted the following "Copy of a Resolution, passed by acclamation, at the Annual Meeting of the Directors of the Provincial Agricultural Association." "Resolved, that the best thanks of this Meeting be given to the Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, for the very attractive and instructive display of Educational Apparatus, &c., so tastefully arranged, and so liberally furnished to the Exhibition of this Association."

Appendix M.

EDUCATIONAL MUSEUM FOR UPPER CANADA.

Referred to in the Report, pp. 14–17.

No. 1. *Rules for Admission of Visitors to the Educational Museum, Toronto.*

I. The Museum is open daily for Exhibition, (Sundays and holidays excepted,) from 9 A. M. until 5 P. M.

II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.

III. Sticks and Umbrellas to be left in the Visitors' room.

No. 2. *Character and Objects of the Museum.*

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect, as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of specimens of the Natural History of the Country, Casts of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and to afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School

Grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a museum in connection with this Department.

No. 3. Principal Contents of the Museum.

2. The Museum contains a large selection of objects of art, models, &c., arranged under the following heads, as detailed in the Report of 1856, page 246.

I. Sculpture:
1. Antiques.
2. Modern.
3. Architectural.

II. Paintings:
1. Italian Schools.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.

III. Engravings:
1. On Steel and Copper.
2. Lithographs.

IV. Works Illustrating the History of Art, &c.,
1. In French and Italian.
2. In English.

V Other Objects of Interest:
1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.,
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.

Appendix N.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

No. 1.—Education Office.

Appointed.		Head of the Department.
1844	The Rev. Egerton Ryerson, D. D.	Chief Superintendent of Education.

Officers of the Department.

1844	John George Hodgins, M. A.	Deputy Superintendent of Education, and Assistant Editor, *Journal of Education.*
1854	Alexander Marling	Senior Clerk and Accountant.
1852	Alexander Johnstone Williamson, M. D.	Clerk of Correspondence.
1856	Francis Joseph Taylor	Clerk of Statistics.
1857	Herbert Butterworth	Assistant Clerk of Statistics.
1858	James Moore	Messenger.

(Map and Library Depository Branch.)

1853	Samuel Passmore May	Clerk of Libraries.
1856	Thomas Churchill	Assistant Clerk.
1857	Christopher Alderson	Packer and messenger.

No. 2.—Council of Public Instruction.

1846	Hon. Samuel Bealy Harrison, Q. C.	*Chairman.* (Church of England.)
1846	Rev. Egerton Ryerson, D. D.	Chief Superintendent of Education.
1850	Right Rev. Armand François Marie De Charbonnel, D. D.	Roman Catholic Bishop of Toronto.
1846	Rev. Henry James Grasett, B. D	Rector of Toronto.
1846	Hon. Joseph Curran Morrison, Q. C.	Presbyterian Church of Canada.
1846	James Scott Howard, Esq.	Church of England.
1850	Rev. John Jennings, D. D.	United Presbyterian Church.
1850	Rev. Adam Lillie, D. D.	Congregational Theological Institute.
1857	Rev. John Barclay, D. D.	Church of Scotland.
1854	Rev. John McCaul, LL. D	President of University College. *Member for Grammar School purposes.*
1846	John George Hodgins, M. A.	*Recording clerk.*

Normal School. *(See pages* 10, 80, 328.*)*

1847	Thomas Jaffray Robertson, M. A.	Head Master.
1858	John Herbert Sangster	Second Master.
1858	Alexander Russell Strachan	Writing Master & Teacher of Book-keeping.
1858	John Bentley	Drawing Master.
1858	Henry F. Sefton	Music Master.
1852	Henry Goodwin	Teacher of Gymnastics and Calisthenics.

Model Grammar School. *(See pages* 335–360.*)*

1858	George R. R. Cockburn, M. A.	Rector.
1858	John Herbert Sangster	Lecturer in Chemistry and Natural Philosophy.
		English Classical Master.
1858	John Kerr Johnston	Assistant Classical Master.
		Mathematical Master.
1858	Emile Coulon	French Master.
1851	Patrick O'Neill	Janitor and Messenger.

Boys' Model Common School.

1858	James Carlyle	Master of the School.
1858	James Morris	Second Master.
1858	John Clark Disher	Third Master.

Girls' Model Common School.

1852	Dorcas Clark	Mistress of the School.
1855	Henrietta Shenick	First Assistant.
1855	Helen Clark	Second Assistant.

In the Model Grammar, and Model Common Schools, Writing and Book-keeping, Drawing Music, Gymnastics and Calisthenics are taught by the masters of these branches in the Normal School, which see.

1848	John Murphy	Janitor of Normal and Model Schools.
1855	James Forsyth	Gardener.
1852	James Ryan and [1856] Thomas Gray	Furnace men.

No. 3.—Communications to the Department of Public Instruction for Upper Canada.

1. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Acts have the right to appeal to the Chief Superintendent of Education; and he is authorized to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expense,—it will be necessary for any parties thus appealing to the Chief Superintendent: 1. To furnish the party against whom they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer he may judge expedient. 2. To state expressly, in such appeal, that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing. Application for advice in Common School matters, should, in all cases, be *first* made to the local Superintendent having jurisdiction in the Municipality.

2. *The Journal of Education* having been constituted by His Excellency the Governor General in Council, the official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, blank reports, Depository, Normal School, &c.

3. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to schools, for which specific instructions are not furnished by the Department; but they are requested to use large sized, or foolscap, paper. In *all* communications, however, the number of the School Section and the name of the Township and Post Office

and the Official Title of the writer, should be given: and also, the *numbers* and *dates* of any previous correspondence on the same subject.

4. *Communications with the Government relating to schools*, should be made through the Education office, Toronto; as all such communications not so made, are referred to the Chief Superintendent, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

5. *Communications relating to the Journal of Education, to the Educational Depository, to Public Libraries, or to the Superannuated Teachers Fund*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified.

No. 4.—Documents furnished Annually by the Educational Department to the School Officers of Upper Canada.

The following are furnished gratuitously by the Educational Department of Upper Canada to various school officers, viz.:

1. *The Journal of Education for Upper Canada* is sent monthly to each of the Trustee Corporations in the rural school sections; to the Boards of Common School Trustees in cities, towns and villages; to the Boards of Grammar School Trustees; to the Local Superintendents, to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, &c. Total 4,500 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the publisher, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public, the price is $1 per annum—payable in advance. Back volumes, since 1848 (the first year of its existence), can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations, and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools, in Upper Canada. Total about 4,000 copies. The Registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.

3. *The Trustees' Half-Yearly Reports* are sent every six months, through the Local Superintendents, to the Trustees of each School Section. Those for the Grammar Schools and Roman Catholic Separate Schools, are sent direct from the Department. Total sent out annually, 7,500 copies.

4. *The Trustees' Blank Annual Reports* are annually sent, through the Local Superintendents, to each of the Trustee Corporations in the rural school sections. Total, about 4,000 copies.

5. *The 'Blank Annual Reports*, from which the General Annual Report of the Department is compiled, is sent to the Local Superintendents and Boards of Common Schools Trustees and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.

6. *Auditors', Treasurers' and Sub-Treasurers' Returns* are sent to about 450 of these officers, to be filled up and returned.

7. *The Chief Superintendent's Annual Report* to His Excellency the Governor General, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations; to Boards of Common School Trustees, in cities, towns, and villages; to Boards of Grammar School Trustees; to Boards of Public Instruction; to Local Superintendents; and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,500.

8. *Various Forms.*—Forms are also sent, from time to time, to Superannuated Teachers, Trustees (for Maps, &c.), Normal School Students, &c. About 800 copies.

No. 5.—LETTERS RECEIVED AND SENT OUT BY THE DEPARTMENT:—

	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.
Number of letters received	1180	2026	2996	4015	4920	5338	5749	6294
Average No. per week	23	39	57	77	95	102	110	121
Numbers of letters sent out	760	1136	1430	1936	2581	3764	3996	3542
Average No. per week	15	22	27	37	50	72	77	68

Recapitulation—Total number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada:—

	Copies.
1. Journal of Education	4,500
2. School Registers	4,000
3. Trustees' Blank Half-Yearly Reports	7,500
4. Trustees' Blank Annual Reports	4,000
5. Local Superintendents' Blank Annual Reports	600
6. Auditors' and Treasurer's Blank Returns	450
7. Chief Superintendent's Report	4,500
8. Various Forms about	800
9. Letters, &c., sent and received	9,830
10. Circulars, about	800
Grand Total per year	36,980

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
			IX. County of Lanark.		
43	John A. Murdoch	61	51	Dalhousie, Lavant, Sherbrooke North and South, Bathurst, Darling, Drummond, and Lanark	Perth.
44	Rev. Robert G. Cox	12	12	Beckwith	Carleton Place.
45	James Stanley	3	3	Burgess North	Perth.
46	Rev. John B. Worrell	8	7	Elmsley North	Smith's Falls.
47	Rev. Ebenezer Morris	20	20	Montague	Franktown.
48	Rev. Alex'r. Mann, M. A.	5	5	Pakenham	Pakenham.
49	Rev. J. McMorine	15	14	Ramsay	Stafford.
			X. County of Renfrew.		
50	George Brown	10	19	Admaston, Fraser and Wilberforce	Douglas.
51	Rev. H. MacMeekin	5	5	Alice, Pembroke & Stafford	Pembroke.
52	F. Devine	5	5	Bagot, Blithfield & Brougham	Bagot
53	Rev. James A. Strain	11	8	Bromley and Grattan	Eganville.
54	George Ross	7	4	Horton	Renfrew.
55	Andrew Russell	6	6	McNab	White Lake.
56	Rev. E. H. M. Baker	9	9	Westmeath	Westmeath.
57	Andrew Irving	6	6	Ross,	Pembroke.
			XI. County of Frontenac.		
58	John Byrnes	4	4	Bedford, Olden & Oso	Deniston.
59	Rev. F. W. Dobbs	20	19	Kingston	Portsmouth.
60	James Leahy	8	7	Loughborough	Loughborough.
61	Rev. E. C. Bower	18	17	Pittsburgh, & Howe Island	Kingston.
62	Thomas Grant	17	17	Portland & Hinchinbrooke.	Spike's Corners.
63	C. B. Booth	7	6	Storrington	Elginburgh.
64	Edward Murray	14	13	Wolfe Island	Wolfe Island.
			XII. County of Addington.		
65	Rev. James McIntosh	5	5	Amherst Island	Amherst Island.
66	Allan Ruttan, M.D.	44	41	Camden East & Sheffield	Newburgh.
67	Robert Aylsworth	25	24	Ernestown	Odessa.
68	Louis Le Richeur			Anglesea & Kaladar	Kaladar.
			XIII. County of Lennox.		
69	John J. Watson	6	5	Adolphustown	Adolphustown.
70	Rev. Robert Harding	20	19	Fredericksburgh South	Fredericksburgh.
71	Rev. John Scott			Fredericksburgh North	Napanee.
72	Alexander Martin	18	16	Richmond	Napanee.
			XIV. County of Prince Edward.		
73	John B. Denton	85	84	Ameliasburgh, Athol, Hallowell, Hillier, Marysburgh & Sophiasburgh.	Picton.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
			XV. County of Hastings.		
74	James Mairs	No. 77 includes		Elzevir	Tweed.
75	John Johnson	19	16	Hungerford	Tweed.
76	James J. Ryan	9	9	Huntingdon	Moira.
77	Rev. D. Wishart	17	17	Madoc & Tudor	Madoc.
78	George Wiggins	7	7	Marmora	Marmora.
79	Joshua McLean	24	18	Rawdon	Stirling.
80	Thomas D. Farley	25	22	Sidney	Belleville.
81	William Sills	20	19	Thurlow	Cannifton.
82	William Campbell	27	27	Tyendinaga	Shannonville.
			XVI. County of Northumberland.		
83	Edward Scarlett	120	117	Alnwick, Brighton, Cramahe, Haldimand, Hamilton, Monaghan South, Murray, Percy & Seymour	Alnwick.
			XVII. County of Durham.		
84	Rev. William Logan	21	21	Cartwright & Manvers	Cartwright.
85	Rev. T. W. Allen	19	19	Cavan	Millbrook.
86	Rev. George Townsend	20	20	Clarke	Orono.
87	Rev. J. C. Slater	20	20	Darlington	Bowmanville.
88	Duncan Cleghorn	16	16	Hope	Port Hope.
			XVIII. County of Peterborough.		
89	Thomas W. Poole, M.D.	13	10	Asphodel, Belmont and Methuen	Norwood.
90	Michael Welsh, Senr	8	8	Douro	South Douro.
91	George Arundel Hill	8	6	Dummer and Burleigh	Warsaw.
92	James Brennan	3	3	Ennismore	Bridgenorth.
93	Rev. Edward Roberts	12	12	Monaghan North, Smith & Harvey	Peterborough.
94	Rev. Francis Andrews	13	13	Otonabee	Otonabee.
			XIX. County of Victoria.		
95	Rev. D. Wright	11	10	Bexley, Fenelon, Verulam and Somerville	Fenelon Falls.
96	Peter H. Clark, M.D.	7	6	Eldon	Woodville.
97	Rev. William Briden	14	14	Emily	Omemee.
98	A. Lacourse	11	10	Ops	Lindsay.
99	W. H. McLauchlin	21	20	Mariposa	Oakwood.
			XX. County of Ontario.		
100	Alfred Wyatt	16	16	Brock	Cannington.
101	D. G. Hewett	8	8	Mara and Rama	Atherly.
102	Ebenezer Birrell	22	22	Pickering	Greenwood.
103	Rev. R. Monteath	18	17	Reach and Scugog	Reach.
104	J. W. C. Brown	18	15	Scott and Uxbridge	Uxbridge.
105	Rev. David Watson	5	5	Thorah	Beaverton.
106	Rev. R. H. Thornton	25	22	Whitby	Oshawa.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
			XXI. County of York.		
107	Rev. H. C. Cooper, B.A...	8	8	Etobicoke	Etobicoke.
108	J. T. Stokes	15	15	Gwillimbury, North & East	Sharon.
109	R. H. Evans	5	5	Georgina	Georgina.
110	Rev. J. Adams	23	18	King	Nobleton.
111	Rev. G. S. J. Hill	24	23	Markham	Unionville.
112	Rev. J. Laing	11	11	Scarborough	Ellesmere.
113	Rev. J. Durrant	19	18	Whitchurch	Stouffville.
114	D. McCallum	18	18	Vaughan	Woodbridge.
115	Rev. Richard Jones	21	21	York	Eglinton.
			XXII. County of Peel.		
116	Rev. H. B. Osler	15	13	Albion	Lloydtown.
117	Rev. A. McFaul	16	15	Caledon	Caledon.
118	Rev. James Pringle	34	26	Chinguacousy and Gore of Toronto	Brampton.
119	W. Hope	24	24	Toronto	Streetsville.
			XXIII. County of Simcoe.		
120	Rev. X. Pourret	7	7	Adjala	Keenansville.
121	R. J. Banting	10	10	Essa	Cookstown.
122	William Harvey	6	5	Flos and Matchedash	Flos.
123	Rev. Wm. Fraser	31	30	Gwillimbury West and Tecumseth	Bond Head.
124	Rev. Edward Morgan	12	11	Innisfil	Barrie.
125	Henry A. Clifford	7	7	Medonte	Flos.
126	Rev. J. Van Linge	22	20	Mono, Mulmur and Tossorontio	Mono Mills.
127	George J. Bolster	14	12	Nottawasaga	Bowmore.
128	Rev. John Gray	14	14	Orillia and Oro	Orillia.
129	Ephraim Dean	11	8	Sunnidale and Vespra	Sunnidale.
130	William Simpson	5	4	Tay and Tiny	Penetanguishene.
			XXIV. County of Halton.		
131	Rev. J. G. D. McKenzie, M.A.	17	17	Esquesing	Georgetown.
132	Rev. A. J. Macaulay	7	7	Nassagaweya	Nassagaweya.
133	Rev. Thomas Greene, D.D.	13	13	Nelson	Port Nelson.
134	C. Jones, M.D.	18	18	Trafalgar	Trafalgar.
			XXV. County of Wentworth.		
135	R. H. Cradock	22	22	Ancaster & Flamboro' West	Dundas.
136	Rev. George Bull	6	6	Barton	Hamilton[a]
137	Rev. J. Porteous	22	18	Beverly	Kirkwall.
138	Rev. George Cheyne	15	14	Binbrooke and Saltfleet	Tapleytown.
139	Andrew Hall	7	6	Flamborough East	Waterdown.
140	Rev. James Hughes	7	6	Glanford	Glanford.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
			XXVI. County of Brant.		
141	Rev. Johnson Vicars	24	17	Brantford	Mohawk.
142	Rev. Wm. Hay	33	30	Burford and Oakland	Scotland.
143	Rev. John Dunbar	16	13	Dumfries South	Glenmorris.
144	D. McNaughton	6	5	Onondaga	Onondaga.
			XXVII. County of Lincoln.		
145	Rev. Wm. Hewson, A.M.	10	10	Clinton	Beamsville.
146	Jacob Kennedy	25	21	Caistor and Gainsborough	Smithville.
147	Charles B. Millner	11	11	Grantham	St. Catharines.
148	Jonathan Wolverton, M.D.	15	12	Grimsby	Grimsby.
149	Philip Gregory	12	8	Louth	St. Catharines.
150	Thomas McMicking	9	8	Niagara	Queenston.
			XXVIII. County of Welland.		
151	Rev. John Baxter	13	13	Bertie	Point Abino.
152	Alexander Reid	8	8	Crowland	Crowland.
153	M. F. Haney, M.D.	11	11	Humberstone	Humberstone.
154	J. Brackbill	13	12	Pelham	Fonthill.
155	Rev. John Roberts	10	10	Stamford	Drummondville.
156	Rev. Charles Walker	14	12	Thorold	Fonthill.
157	S. S. Hagar	12	10	Wainfleet	Merrittsville.
158	Rev. W. M. Christie	6	6	Willoughby	Chippewa.
			XXIX. County of Haldimand.		
159	Thomas C. Pinkett	6	5	Canborough	Canboro'.
160	Alexander Winram	33	30	Cayuga North, Oneida and Rainham	Cayuga.
161	Abraham Nash	5	5	Cayuga South	South Cayuga.
162	Rev. John Flood	5	5	Dunn	Dunnville.
163	John Mylne	9	9	Moulton and Sherbrooke	Dunnville.
164	W. Hursell	13	12	Seneca	York,
165	Robert Douglas, M.D.	21	21	Walpole	Jarvis.
			XXX. County of Norfolk.		
166	James Covernton	19	19	Charlotteville	Vittoria.
167	John Walton	11	9	Houghton	Clear Creek.
168	John Phillipson	12	9	Middleton	Delhi.
169	J. A. Merritt, M.D.	25	24	Townsend	Hartford.
170	John A. Backhouse	20	17	Walsingham	Walsingham.
171	D. Wesley Freeman	14	14	Windham	Simcoe.
172	Rev. R. S. Birtch	13	12	Woodhouse	Port Dover.
			XXXI. County of Oxford.		
173	Rev. A. Hurlburt	14	14	Blandford & Oxford East	Woodstock.
174	Rev. George Murray	22	17	Blenheim	Princeton.
175	Rev. Robert Rodgers	16	15	Dereham	Dereham.
176	N. P. Allen	9	9	Nissouri East	Nissouri.
177	J. A. Tidey	15	13	Norwich North	Norwich.
178	E. M. Schoolley	10	8	Norwich South	Otterville.
179	Rev. Robert Wallace	5	5	Oxford North	Ingersoll.
180	Rev. Mr. Doyle	8	5	Oxford West	Sweaborg.
181	Rev. Donald McKenzie	11	11	Zorra West	Embro.
182	Rev. John Gerrie	13	12	Zorra East	Innerkip.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
				XXXII. County of Waterloo.	
183	Rev. Robert Brydon	38	37	Dumfries N. & Waterloo...	Galt.
184	Rev. James Sim	32	31	Wellesley and Woolwich....	Hawkesville.
185	Henry Lierch.....	19	19	Wilmot.....	Baden.
				XXXIII. County of Wellington.	
186	Alex. D. Fordyce	65	57	*North Riding* :—Aramanth, Arthur, Garafraxa, Luther, Maryborough, Minto, Nichol, Peel and Pilkington...	Fergus.
187	Rev. James Kilgour.....	41	38	*South Riding* :—Eramosa, Erin, Guelph & Puslinch	Everton.
				XXXIV. County of Grey.	
188	Thomas Gordon.....	28	25	*1st School District* :—Derby, Holland, Sullivan and Sydenham.....	Owen Sound.
189	Thomas Ryan.....	17	16	*2nd School District* :—Bentinck, Glenelg, Egremont and Normanby.....	Mount Forest.
190	William Greer.....	21	18	*3rd School District* :—Collingwood, Euphrasia and St. Vincent.....	Greersville.
191	William Ferguson	31	28	*4th School District* :—Artemesia, Melancthon, Osprey and Proton.....	Priceville.
				XXXV. County of Perth.	
192	Rev. Thos. McPherson.....	37	33	Downie, Easthope North & South, Ellice and Mornington.....	Stratford.
193	Rev. Ephraim Patterson....	33	32	Blanchard, Elma, Fullarton, Hibbert, Logan and Wallace.....	Stratford.
				XXXVI. County of Huron.	
194	Thomas Sloan.....	30	29	Ashfield, Colborne, Grey, Howick, Morris, Turnberry, Wawanosh & McKillop	Harpurhey.
195	John Nairn.....	31	31	Goderich, Hullett, Stanley, and Tuckersmith	Clinton.
196	J. W. Kerr.....	36	34	Biddulph, Hay, McGillivray, Stephen & Usborne.	Clinton.
				XXXVII. County of Bruce.	
197	Rev. J. H. McNaughton...	24	16	Arran, Elderslie & Saugeen.	Saugeen.
198	John Eckford.....	15	15	Brant, Carrick, Culross and Greenock.....	Walkerton.
199	William Gunn.....	22	18	Bruce, Huron, Kincardine and Kinloss.....	Inverhuron.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address
				XXXVIII. County of Middlesex.	
200	Rev. Wm. Deas	11	11	Adelaide	Adelaide.
201	A. Campbell	17	15	Carradoc	Amiens.
202	Rev. R. Flood, M. A.	9	9	Delaware	Delaware.
203	D. P. Aylesworth	20	14	Dorchester North	Dorchester Station.
204	R. Campbell	9	9	Ekfrid	Longwood.
205	Rev. C. C. Brough, A. B.	30	28	London,	London.
206	Rev. James Skinner	24	24	Lobo and Williams	Birr.
207	Rev. John Gunne	11	10	Mosa	Florence.
208	R. Richards	6	6	Metcalfe	Katesville.
209	Charles Hardie	14	12	Nissouri West	Wyton.
210	Rev. William Inglis	25	25	Westminster	London.
				XXXIX. County of Elgin.	
211	Rev. Edmund Sheppard	24	88	*East Riding*:—Dorchester South and Malahide North	Orwell.
212	Archibald McLachlin	49	38	*West Riding*: — Aldborough, Dunwich and Southwold	St. Thomas.
213	John McLean	61	52	Bayham, Malahide South and Yarmouth	St. Thomas.
				XL. County of Kent.	
214	David Mills	81	81	Camden, Chatham, Dover East and West, Harwich, Howard, Oxford, Raleigh, Romney, Tilbury East and Zone	Clearville.
				XLI. County of Lambton.	
215	William Bernaer	6	4	Brooke	Alvinston.
216	Rev. John Gunne	18	10	Dawn and Euphemia	Florence.
217	Rev. A. Chute	10	10	Bosanquet	Widder.
218	Wellington Brichen	7	2	Enniskillen	Ennis.
219	Rev. Alex. Williams	14	14	Moore	Moore.
220	Christopher Blunden	13	13	Plympton	Hillsboro'.
221	Rev. David Walker	6	5	Sarnia	Sarnia.
222	William Patterson	13	11	Sombra	Sombra.
223	Rev. D. McCallum	14	12	Warwick	Warwick.
				XLII. County of Essex.	
224	W. Gatfield	4	4	Anderdon	Amherstburgh.
225	Rev. F. G. Elliott	9	9	Colchester	Colchester.
226	James King	8	8	Gosfield	Kingsville.
227	Charles A. Casgrain, M. D.	15	14	Sandwich	Sandwich.
228	James Baker	7	6	Malden	Amherstburgh.
229	Jonathan Wigfield	7	4	Mersea	Leamington.
230	Francis Graham	4	3	Rochester	Rochester.
231	Alexander Craig	3	3	Tilbury West	Comber.
232	Michael McAuliffe	4	4	Maidstone	Maidstone.

Appointment of Local Superintendents of Cities, Towns and Villages.

The twenty-fourth and twenty-sixth section of the Upper-Canada School Act of 1850, makes it the duty of the Board of School Trustees of the Cities, Towns, and Villages "to appoint annually or oftener, *firstly*, a * * * Superintendent of Schools; and *thirdly*, * * * to determine * * * the salary of the Superintendent of Schools appointed by them and his duties."

	Names.	No. of School Sections.	No. of Schools Reported.				Post Office Address.
			(2) *The Cities.*				
233	Rev. James Porter.....	14	14	.....	.....	.....	Toronto.
234	Theodore A. Ambridge.....	10	10	.....	.....	.....	Hamilton.
235	Rev. Andrew Wilson.....	15	15	.....	.....	.....	Kingston.
236	John Wilson, Q.C.....	4	4	.....	.....	.....	London.
237	Alexander Workman.....	17	17	.....	.....	.....	Ottawa.
			(3) *The Towns.*				
238	Benjamin Walton, M. D...	4	4	.....	.....	.....	Belleville.
239	Rev. John Smith.....	2	2	.....	.....	.....	Bowmanville.
240	John Alexander.....	5	5	.....	.....	.....	Brantford.
241	Rev. J. T. Lewis, LL.D...	1	1	.....	.....	.....	Brockville.
242	David Mills*.....	3	3	.....	.....	.....	Chatham.
243	N. W. Powell, M. D.....	5	5	.....	.....	.....	Cobourg.
244	Joseph H. Lawrence.....	†	†	.....	.....	.....	Collingwood.
245	Rev. Hugh Campbell.....	4	4	.....	.....	.....	Cornwall.
246	Rev. M. Y. Stark.....	1	1	.....	.....	.....	Dundas.
247	Rev. John James.....	1	1	.....	.....	.....	Galt.
248	Rev. John Fraser.....	1	1	.....	.....	.....	Goderich.
249	Rev. Robert Torrance.....	6	6	.....	.....	.....	Guelph.
250	Thomas A. Hudspeth, B.A.	†	†	.....	.....	.....	Lindsay.
251	Rev. Francis Tremayne.....	†	†	.....	.....	.....	Milton.
252	John Rogers.....	3	3	.....	.....	.....	Niagara.
253	Rev. James Nisbet.....	†	†	.....	.....	.....	Oakville.
254	Thos. Gordon*.....	2	2	.....	.....	.....	Owen Sound.
255	Rev. Anthony Scott.....	2	1	.....	.....	.....	Paris.
256	W. M. Shaw.....	2	2	.....	.....	.....	Perth.
257	James Edwards.....	2	2	.....	.....	.....	Peterborough.
258	George Gillespie, M.D.....	5	4	.....	.....	.....	Picton.
259	Rev. L. Warner.....	3	3	.....	.....	.....	Port Hope.
260	Rev. E. W. Beaven, B. A.	2	2	.....	.....	.....	Prescott.
261	Paul John Salter.....	†	†	.....	.....	.....	Sandwich.
262	Rev. G. J. R. Salter, M.A.	2	2	.....	.....	.....	Sarnia.
263	Rev. R. F. Burns.....	4	4	.....	.....	.....	St. Catharines.
264	Robert Checkley, M.D.....	3	3	.....	.....	.....	Whitby.
265	Rev. E. H. Dewar, M.A...	2	2	.....	.....	.....	Windsor.
			(4) *The Town Municipalities.*				
266	John McLeod, M. P. P.....	3	3	.....	.....	.....	Amherstburgh.
267	None Appointed.....	2	2	.....	.....	.....	Barrie.
268	Rev. George Bell, B.A.....	2	2	.....	.....	.....	Clifton.
269	Rev. Wm. Craigie.....	4	4	.....	.....	.....	Simcoe.
270	Rev. James Cooper.....	2	2	.....	.....	.....	Woodstock.

Local Superintendents of Schools in the several Cities, Towns and Villages.—*Continued.*

	Names.	No. of School Sections.	No. of Schools Reported.				Post Office Address.
	(5) The Incorporated Villages.						
271	None Appointed	1	1	.....	.....	.....	Berlin.
272	Rev. John Fletcher, B. A.	†	†	.....	.....	.....	Bradford.
273	Rev. A. T. Holmes	2	2	.....	.....	.....	Brampton.
274	Henry Bogue, A.M., M.D.	3	3	.....	.....	.....	Caledonia.
275	Rev. W. M. Christie*	2	2	.....	.....	.....	Chippewa.
276	Rev. W. Hewson, A.M.	†	†	.....	.....	.....	Clinton.
277	A. D. Fordyce*	†	†	.....	.....	.....	Elora.
278	A. D. Fordyce*	†	†	.....	.....	.....	Fergus.
279	P. T. Kempson, M.D.	†	†	.....	.....	.....	Fort Erie.
280	Rev. Robert Wallace*	†	†	.....	.....	.....	Ingersoll.
281	A. Worthington	†	†	.....	.....	.....	Iroquois.
282	Rev. J. C. Quimp	3	3	.....	.....	.....	Kemptville.
283	Rev. James Findlay	†	†	.....	.....	.....	Mitchell.
284	Rev. W. B. Lauder, LL.D.	3	3	.....	.....	.....	Napanee.
285	Rev. W. L. Bayly	†	†				New Hamburgh.
286	Rev. Henry Brent	1	1	.....	.....	.....	Newcastle.
287	Rev. Thomas Baker	†	†	.....	.....	.....	Newmarket.
288	Rev. R. H. Thornton*	1	1	.....	.....	.....	Oshawa.
289	Otto Klotz	1	1	.....	.....	.....	Preston.
290	None Appointed	†	†	.....	.....	.....	Richmond.
291	Rev. Wm. Cavan	2	2	.....	.....	.....	St. Mary's.
292	John McLean*	1	1	.....	.....	.....	St. Thomas.
293	Rev. John B. Worrell*	1	1	.....	.....	.....	Smith's Falls.
294	Rev. Thos. McPherson*	1	1	.....	.....	.....	Stratford.
295	William Hope*	†	†	.....	.....	.....	Streetsville.
296	William James	3	3	.....	.....	.....	Thorold.
297	H. W. Delaney	3	3	.....	.....	.....	Trenton.
298	Henry A. Gustin	1	1	.....	.....	.....	Vienna.
299	Moses Springer	†	†	.....	.....	.....	Waterloo.
300	James Wickson	1	1	.....	.....	.....	Yorkville.

SUMMARY.

		School Sections.	Schoos open.
(1)	377 Townships	3,848	3,564
(2)	5 Cities	60	60
(3)	28 Towns	61	59
(4)	5 Town Municipalities	13	13
(5)	30 Incorporated Villages	35	35
445	Total	4,017	3,731

Number of Local Superintendents, 300.

* Local Superintendents in the Townships.

† Newly Incorporated—Schools of 1857 are included in the Townships.

TORONTO:

PRINTED BY JOHN LOVELL, CORNER OF YONGE AND MELINDA STREETS.



CUBERKLEY LIBRARY

Stanford University Libraries
3 6105 005 090 316

CUBBERLEY LIBRARY
379.71
0591
1857

68080

